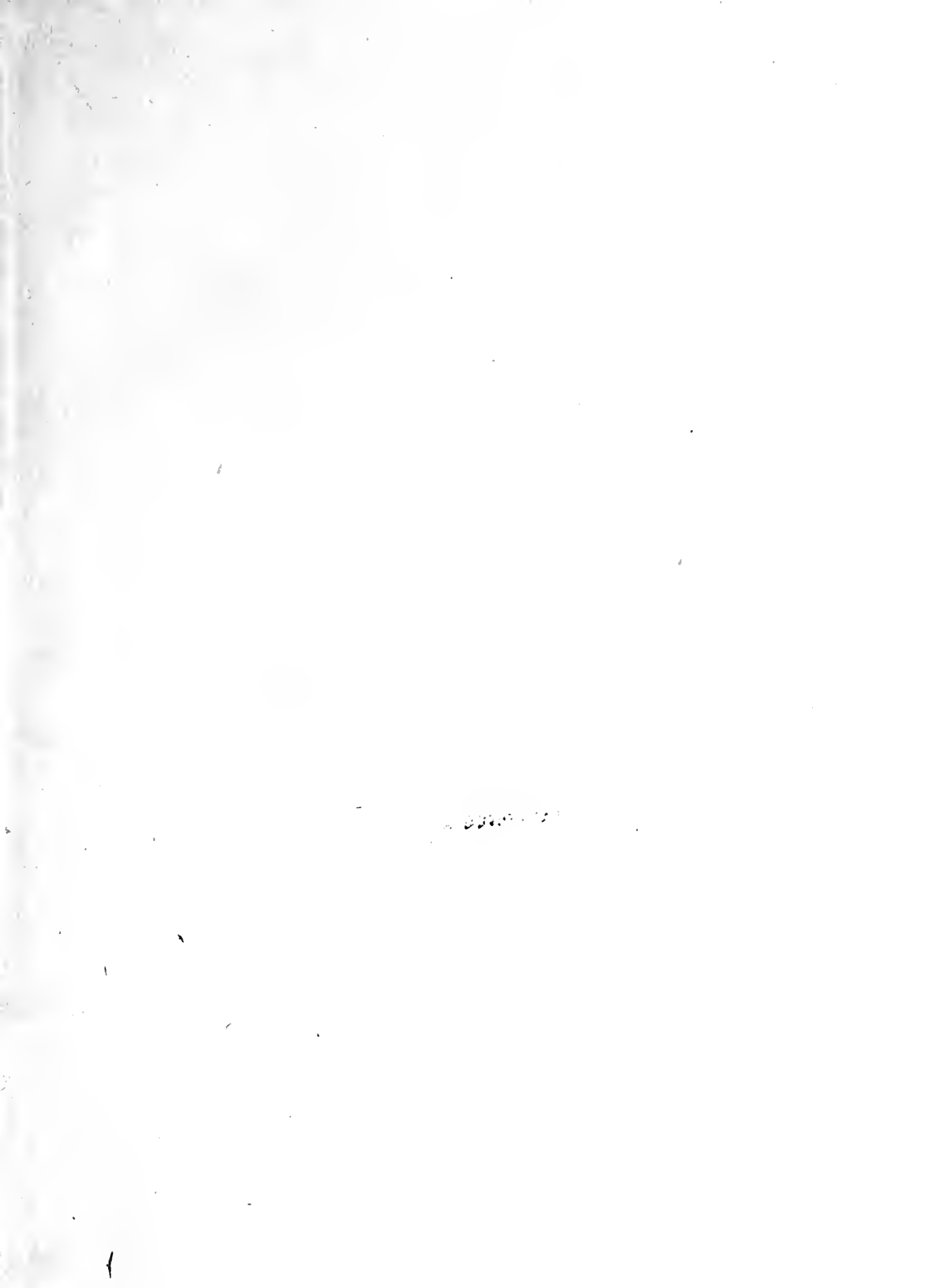


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ILLINOIS HISTORICAL SURVEY



MAY 1868, TO APRIL 1869.

THE
SCHOOLMASTER,

A MONTHLY JOURNAL OF

Educational Literature and News.

ALBERT STETSON,..... *Editor.*
JOHN HULL,..... *Publisher.*

NORMAL, ILLINOIS.

1869.

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THE SCHOOLMASTER.

A Journal of Education, Literature, and News.

VOL. I.

BLOOMINGTON, ILL., MAY, 1868.

No. 1.

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SOME ACCOUNT OF THE FLORA OF PIKE'S PEAK.

BY A. H. THOMPSON.

THE valleys and hill sides around Pike's Peak are covered with a heavy growth of pine (*Pinus Englemanni*) and fir (*Abies balsamea*), with here and there a grove of poplars, either *tremuloides* or *angustifolia*. Starting from our camp, collecting books in hand, let us climb yon mountain's peak, noting, as we go, how Dame Nature has decked these wilds with tree, shrub and herb.

We reach our lowest ground, as we cross a little creek that winds around the foot hills of the mountain. Along its banks we find an alder that reminds one of New England streams. Not being in flower, we are unable to determine its species, but it is probably *Alnus viridis*. An unknown salix or willow, and the choke-cherry (*Prunus Virginiana*) are here added to our collection.

Crossing, our way up the hill is almost barred by the stiff sturdy branches of a dwarf oak—scrub oak, as we should not hesitate to call it in Illinois, but as we are on a scientific expedition, we will say it is allied to *Quercus nigra*, and pass on.

Reaching the top of the hill, at an elevation of perhaps 500 feet above the creek, we again enter the forest of pine. In the rustle of their needles, one fancies that they are giving messages to the west wind to be conveyed to their brothers in the far east. As we ride along the

ridge a sharper rustle breaks upon our ear. A few steps and we are under an old friend. The poplar (*Populus tremuloides*) greets us. Its slender form is the same, as near an imitation of the oak as a poplar is allowed to make; its leaves are as unquiet; its trunk is of the same mottled green and gray as that of its congener in Illinois. We bow to it as a recognition of its claims to old acquaintanceship. Now a pine of lighter green attracts us, and we pause for a moment by the pinon or nut pine of the mountains (*Pinus edulis*). Its seeds or nuts, called by the Mexicans pinones, are sweet, edible, and of a slightly terebinthine taste. New Mexicans, Indians, bears, and other animals, are very fond of these nuts, and at some seasons of the year almost wholly subsist upon them. We shall find but few trees of this species upon the slopes of Pike's Peak, and it is not probable that it fruits, except in very favorable seasons and sheltered localities, so far north.

Another old friend. The Balsam Fir (*Abies balsamea*). It is a beautiful tree, growing here to a height equaling that of the pine. By its side, in rocky situation, is often found a Cedar, closely allied, if not identical with the Red Cedar (*Juniperus Virginiana*). Its berries are said to be sweet and nutritious, affording sustenance to bears, wolves, and a variety of animals, if not to the Indian himself.

As we ride along occasionally we notice a standing pine, stripped of its bark, its white trunk, showing like the traditional ghost against the brown and green of the background. What vandal hand has so marred these gems of the forest, you exclaim. Bayard Taylor, in his volume on Colorado, gives as an explanation of this desecration (it seems nothing less), the story told him by his guide, who, no doubt to this day, boasts of the huge tale the veteran traveler swallowed. The elk, says this mountain humorist, for such his story proves him, hungers for the bark of the pine. Selecting a fine, vigorous tree, he gnaws away its covering and leaves it to die. Our naturalists say that from the dentition of the elk, this feat would be as difficult as for a cow

to girdle an apple orchard. Let us examine. A moment's inspection convinces us that a worse than an elk has been here. Marks of the Indian's hatchet are plainly visible. In the spring the Utes often make a kind of vegetable soup from the liber or endodermis layer of the bark. Worse food, one exclaims, than the husks which the prodigal son was fain to eat, and a taste only confirms the opinion.

Beneath these trees we find but very little undergrowth. From out some rocky cleft occasionally grows the Buffalo berry (*Shepherdia*). Besides this we meet with no shrub on the hills, nor are the varieties of herbs much greater. Occasionally a blue and white honeysuckle (*Aquilegiaerulea*) draws forth exclamations of delight and praise by its wondrous beauty. With a name derived from heaven and the eagle, it seems to draw its color from one, and its bold fearless aspect from the other. Sometimes we meet a Geranium (*Geranium Carolinicum*). This is one of the most widely diffused plants in North America, being found throughout the limits of the United States. Nor must we forget the Strawberry (*Fragaria vesca*) that accompanies us from the valley to the banks of everlasting snow. It spreads its green leaves over the brown fallen needles of the pines, and bears its red refreshing berries, where summer heats scorch it, and where the thermometer must sink below the freezing point every night. In its adaptability to climatic changes, it is a vegetable wonder, and almost rivals the animal kingdom.

Scattered here, there and every where are spots and bunches of grass, composed of species which we are unable to determine, but which our ponies, in spite of their lack of botanical knowledge, pronounce good, and as often as opportunity offers, prove their faith by acts not always the most agreeable to their riders.

The same general features of vegetable life such as we have met, accompany us without much change from the foot of the underlying hills to the base of the grand mountain itself, and from an elevation of about six, to that of about eight thousand feet. Starting from the

height of eight thousand feet, the pitch pine, the fir, the cedar and the poplar, the strawberry and the grasses go with us, but we leave behind the pinon pine, the geranium, and the heavenly honeysuckle. Other flowers fill their places. A lovely *Penstemon* (*Penstemon micranthus*) bids us welcome and *Mertensia paniculata*, or the Blue bell, nods to us. These are our companions for the next two thousand feet. They grow smaller and smaller, giving us warning that we are soon to change our temperate, for a sub-arctic flora.

Ten thousand feet above the sea. A sharp turn to the left, the soil changes; the mountain peak rises more abruptly; the air is perceptibly colder, and we pass rapidly parallels of latitude in vegetable life. The trees grow smaller and smaller, but still struggle to cover the mountain side with their warm green foliage, by concentrating the compass of their powers. The fir is the first to leave the field. The poplar goes next. The penstemon and mertensia follow; but the strawberry and the grasses go on with the pine to eleven thousand five hundred feet. Here *Pinus Englemanni* gives way to a more hardly brother, *Pinus aristata* who continues with the cedar, the grasses and the strawberry to twelve thousand five hundred feet. We reach here a slight plateau, and are treading upon a bed of flowers.

Nourished by the melting snows, and the daily falling showers, forms of beauty delight the eye, and fill the air with fragrance; and the botanist at once recognizes, by their delicate colors and general air of unfamiliarity, that they are true representatives of the Alpine flora. The cedar and pine hide their dwarfed trunks by sending out leafy branches close to the ground, as if their life depended upon keeping their roots sheltered from exposure. 'Tis the limit of their growth—the timber line—twelve thousand five hundred feet above the sea.

On but few mountains does the timber line rise higher than on Pike's Peak. On the Himalaya it is estimated at eleven thousand five hundred feet in latitude 31°. On the Andes, within the tropics, eleven thousand feet; on Mount Ætna, in 38°, six thousand six hundred, and on the Alps, in 46°, it averages six thousand five hundred. The cause of the greater height on our mountains is undoubtedly to be found in the absence of dense vegetable growth on, and the immense extent of, the vast plateau of which Pike's Peak is one of the highest points. Co-extensive in length with North America, in the latitude of Colo-

rado, it reaches a breadth of sixteen hundred miles, and has an average height of perhaps eight thousand feet. As every where else in the temperate zones, coniferous trees form the limit of arborescent vegetation, though in favorable situations, poplars and birches grow almost as high.

But let us examine our flower gardens. Here is a little valerian that we know well, as it is often cultivated in our gardens at home. *Polemonium coeruleum*, the botanist calls it. Pliny relates that two kings fought for the honor of its discovery, and no doubt kings have often quarreled for a less worthy prize.

It is found indigenous in Schoharie County, New York, but besides this locality has been noticed only far to the north, and on the Rock Mountains. Next we gather a little Painted Cup (*Castilleja Julida*), with pale yellow bracts. It is about two inches high, and seems a miniature edition of the Painted Cup of our prairies, bleached by storm and mountain winds. By its side grows a Saxifraga, with white heads of flowers on a rosette of lower leaves. It rejoices in the loftiest stature of any flower in the garden, being about eight inches. Now a wave of perfume seems to fill the air. It comes from the *Dodecatheon detatum*, a flower whose generic name is fancifully derived from the two Greek words, meaning twelve gods. It is beautiful enough to be loved by all the gods and men besides. A sister to the American Cowslip or Shooting Star, it far exceeds that gem in beauty. As if to enhance the loveliness of the *Dodecatheon*, by its side grows an ugly looking yellow flower with a still uglier name, a Lousewort—*Pedicularis saxeator*, if you prefer. Let us leave it. A step, and here is another little yellow flower, *Sibbaldia procumbens*. It was found on the summit of Mt. Washington many years ago, by Prof. Pursh, but has not since been discovered east of the Rocky Mountains, except far to the north. With it we gather a *Dryas* thought to be *integefoliar*. This was once also discovered on the summit of the White Mountains, by Prof. Peck, but not found since. Here are two plants growing side by side on this peak, which have once been found on the summit of a mountain two thousand miles to the east. It is evident that their growth on the White Mountains was accidental, and that they are indigenous to the Rocky. From whence came the seeds producing the plants on the former? Did they once flourish over the whole country east of the Rocky Mountains, and were the individuals discovered by Profs.

Peck and Pursh the last of their race in that locality? Were the climatic conditions such as to produce them, and thus vindicate the development theory, or did the brave west wind, in its ceaseless flow sweep these seeds from the summit of one mountain to another? I prefer to accept the latter solution.

Thirteen thousand feet. By the side of a little pond grows a *Sagittaria* or Arrow Leaf, strangely resembling the Arrow Leaf of our marshes. Can it be *variabilis*, a wanderer to this height? It looks like it. A little *Polygonum viviparum* or Smart weed, next catches our eye, with its head of white flowers, while on a dry gravelly spot near, grows the narrow leaves and dense tufts of *Alsine Greenbudiæ*. A wanderer from Greenland come down to pay us a visit, its lovely white flowers tell us of beauty in that land of ice. Now the seams and crevices of the rocks are red, as if they flowed blood instead of water, with the red flower clusters of *Sedum rhodiola*, one of the House-leek family. It is not found south of Kotzebue's sound, except on the loftiest mountains. Still higher up, *Silene acaulis*, or the moss pink, crowds its sharp leaves into thick bunches, as if it could in this form easier defend itself against the cold and storm. Indigenous in Alpine climates, it seems to draw its purple flowers closer within the shelter of its leafy tufts, the fiercer blows the blast; but in spite of its efforts it has evidently grown old before its time; the seedlings of a year bearing the aspect of veterans. It disputes with this little plant, wearing a woolly gray coat, *Arnica mollis*, the honor of being the flowering plant found highest on the Peak, both flourishing within three hundred feet of the very summit. They must pass a long dreary winter under their bed covering of snow, yet I presume never forget to wake and welcome the spring. *Saxifraga aizoides*, a little Myosotis or Mouse ear that seems to have forgotten with its soft foliage the rough ways of the Berage family—an Aster, a Helianthus, a Potentilla, and another Berage, all of species unknown, completes the list of our flower garden. Climbing to the very highest point, fourteen thousand two hundred feet above the dwellers on the sea shore, there with nought but the clear deep blue sky above or around it, we find in a slight hollow, on a bare rock, a little moss has dared to grow. We, by right of discovery, seize upon the adventurer and descend.

ATTENTION is called to our Club Rates on page 11.

KNOWLEDGE IS POWER.

BY LORING A. CHASE.

"Ignorance is the curse of God.
Knowledge the wing wherewith we fly to Heaven."
SHAKESPEARE.

To most minds the truthfulness of this aphorism is so apparent as to demand no argument, but some there are who affect to deny it, and to such we now address ourselves. Knowledge is a general term, which simply implies the thing known.

It admits of every possible degree, and is expressly opposed to ignorance, and as no man lives who does not know *something*, all can be said to possess knowledge.

Power may be defined as a physical, mental or moral ability to *act*, to *do* something. Our aphorism, then, simply means this, viz.: A clear and distinct cognition of certain facts renders the mind capable of acting in a certain direction, and as we have found that "knowledge admits of all possible degrees," "it follows as the night the day," that the larger the number of cognitions to which any one mind can lay claim, the greater the *power* of that mind.

Humanity in all ages has stood as the grand embodiment of this principle, and to it we turn for illustrations, and for this purpose we shall produce man, both in his individual and his national capacity.

Knowledge is power, says the student, whose prompt and accurate recitation of the topics assigned him, day by day, in the class room, gives him the enviable position of leader of his class, and brings the commendatory word and mark from his teacher.

Knowledge is power, says the teacher, who, after years of patient and earnest struggling, finds himself occupying that proud position where he can influence and mould the minds of hundreds of his fellow creatures.

Knowledge is power, says the preacher, as he unfolds to men the grand principles of truth and duty, made clear to his own mind by accurate and thorough study.

Knowledge is power, says the merchant, who, understanding the laws by which trade is governed, brings shiploads of goods from foreign shores, by means of which his coffers are filled to overflowing.

Knowledge is power, says the educated farmer, as he wakes the sleeping soil, and brings to the harvest double the crops of his neighbor.

Knowledge is power, says the skilled artisan, as he rears aloft the mighty

structure, the product of his own fertile brain, and which shall stand for generations as a monument of his skill.

Knowledge is power, says the inventor, as by a clear conception of certain facts he is enabled to discover new relations existing between them. His cry is echoed by the mystic cord by which two continents are united.

And far above the din and clatter of the iron horse, as it thunders along over plain, hill and mountain, from the Atlantic to the Pacific slope, pouring into the lap of luxury the wealth of the soil, the sea, and the mine, is heard triumphantly and gloriously, this grand old truth, Knowledge is power.

Knowledge is power, said the ancient Romans, who, after giving their sons a thorough knowledge of the art of war, found themselves possessed of almost universal power.

Knowledge is power, said the venerated Puritans, and planted schools and colleges, and their cry is taken up and sounded forth to the world by a great, free, enlightened and powerful nation, that is proud to trace its origin to Plymouth Rock.

Knowledge is power, is echoed from the courts of the great Jehovah. Possessed of all knowledge, and with the facts that pertain to both mind and matter at His command, His power is supreme—and as it is permitted us to approximate in knowledge to the Creator, so is it ordered that each advancement shall bring us to be more like Him, the pure and primary source of all Knowledge and Power.

Earnest and unceasing, then, should be our efforts to obtain knowledge, that we may become better co-workers with God in the great struggle against evil.

MUSEUM OF THE ILLINOIS NATURAL HISTORY SOCIETY.

Correspondence of THE SCHOOLMASTER.

MR. EDITOR: Many times as I have perused your paper, I have laid it down wondering why it was that some one of your many Normal correspondents did not deign to give the Museum even the slightest notice. They seem never to tire of speaking and writing of our noble University, while they utterly ignore the existence of the Museum, an institution in which all are interested who have the cause of education and progress in this State at heart, and of which every citizen of the State will yet be justly proud. For the Museum is growing from day to day; new contributions from different parts of the United

States and the world are being added, and as the Museum increases in value and fame, the contributions grow in number and value, so that, as the Curator says, in three or four years the room will be crowded. Yes, it is a wonder some of the many visitors have not felt impelled to favor us with some of their thoughts through the medium of your paper, and in this manner let others know that we have a Museum, while the donors of the numerous valuable collections may thus know that their donations are valued and appreciated. They expect no more pay than the satisfaction attendant upon knowing they have *done* something.

Then, too, the Museum is an important part of a most important whole. The University would not be complete without it. You have often no doubt watched the night trains on the railroads sweeping by, emblems of true progress on its course through the darkness of ignorance, in their stately straightforward way; and also noticed that the train was not completely made up unless there was on the engine a head light, to show the track, to dispel the darkness in front, and aid in clearing the way; and another on the caboose, or hind ear of the train, called the rear light, or hind light, to guard against collisions from following trains, and enable the train men to keep the train together, as it frequently happens that links break or couplings give way. You can readily see the importance of the hind light, especially if the train is long and the night dark. Now we accomplish our progress by means of the train of years, of ages, and if we call the Normal School the head light, we shall be compelled to go to the Museum for a rear light. The Normal, looking afar out into the dim future, preparing the way, lighting up the track for a distance ahead, and enabling us to have a somewhat definite idea of where we are. The Museum, the light that shines through the train of ages, Azoic, Paleozoic, Mesozoic and Cenozoic, down to the age in which we are pushing forward, enabling us to see where we are, and as we add more to the head of the train, keep it altogether, losing none from the rear. It is a lamp which is just now giving a much brighter light on account of the trimming it is getting under the hands of the energetic Curator; for when I visited it a few days ago, things had undergone a very decided change for the better. Several ladies and gentlemen were busy dusting, arranging and cataloguing. The open countenance of the old mastodon looks

much pleasanter than usual, and I could almost fancy a smile upon it, as I examined one after another, the bones of animals, who, probably with him, had charge of the footstool in olden time. The birds seemed just ready to burst into song, they sat so lightly on their perches, after the removal of a heavy coating of dust by the busy fingers of the Curator's busy little wife. Perhaps the addition to their number of several hundred from the Rocky Mountains, added to their glee. A case full of mammals, I don't know how many, among them an Elk, a Beaver, Rocky Mountain Sheep, Caracou, or something like it, and numerous others whose names I could not learn. Three cases of minerals, moss agates, silicified wood, etc. Several cases of shells and fossils, and thousands of plants and insects had been added to the already large collections, by last year's scientific expedition to the "Peaks, Parks and Plains." Some students whom I found there, intently engaged in study, informed me that they were part of a large party organized for another expedition to start in early spring, and spend the summer and autumn in getting the wherewithal to brighten still more the light of this our lamp, the Museum.

My visit over, I left the hall, after several hours of thoughtful scrutiny of the freight of the ages, as represented in the different cases—the statuary handed down to us by the great sculptor, Nature—tablets from which we to-day may, as did Moses in early days, read laws as immutable as those of the Medes and Persians, that will not pass away. I left with a feeling of regret that I had not days to spend in it instead of hours, and, wondering more than ever, Mr. Editor, that some one of the many who have visited the Museum, and come away expressing themselves as so highly delighted with every thing they saw, from those splendid paintings on the walls, to the look of business or progress that has taken possession of the place, did not give vent to his sentiment through the columns of your paper. It is a case of simple justice, and if it is not taken in hand by another before long, I shall have to try my hand at it in a future number of your paper.

Hastily, yours,

C. D. R.

NORMAL, March 20, 1868.

A GENTLEMAN who wanted to make a speech to a Sunday School thought he would adopt the colloquial style, and this is what happened: "Now, boys, what does a man want when he goes fishing?" A shrill voice in the crowd went direct to the point with, "Wants a bite."

EXAMINATIONS IN THE NORMAL UNIVERSITY.

THE Examinations for the winter term were concluded on Thursday, March 26, and the results in all departments furnish ample proof of the pains-taking assiduity of the teachers, and the faithful study of the pupils.

The classes in the Normal department were examined as follows:

By President Edwards: Constitution of the U. S. and Reading, Section F and G.

By Prof. Hewett: Astronomy, A; Ancient History, C; Geography, F and I.

By Dr. Sewall: Chemistry, C; Geography, G and H; Reading, H and I.

By Prof. Metcalf: Geometry, Algebra, Arithmetic, F, G and I.

By Prof. Stetson: English Literature, A; Rhetoric, C; German 1st and 2nd; Latin.

By Miss Dryer: Grammar, D, E, F, and G.

Most of these classes were examined in writing, and the general result was satisfactory.

Miss E. Dryer was presented by Section D with an elegant silver card basket. A neat speech of presentation was made by Miss M. McClung, and feelingly responded to by the gratified recipient.

Of the Oral Examinations we can speak of a few from personal observation. The impossibility of being in four or five places at once, forbids a fuller sketch.

We first mention Section F and G in Reading. As no branch of study is usually more carelessly taught, so the excellence in many instances, and the evidence of marked improvement in nearly all were peculiarly gratifying. In Section F, in particular, the proficiency of the readers was very marked. The general excellence was such as almost to forbid the particular mention of individuals. The performances by Miss Owen and Mr. Waterman, with which the examination concluded, would have put many a professional reader to shame. We were also much pleased with the elocution of Miss C. Evans, of Section G.

In Reading I, Miss M. Weed, and Messrs. Seymour and Gordon bore the palm, while in Reading H, Messrs. Dutton and Byers are mentioned to us as quite successful.

The class in English Literature crowned a very successful term's work, by a brilliant oral examination. In this class there is much uniformity of excellence, and the young ladies and gentlemen composing it have certainly laid a good

foundation for the future successful prosecution of this no less fascinating than useful study.

The members of the class in Rhetoric also acquitted themselves handsomely, some of them evincing much acuteness in drawing nice distinctions. Mr. L. A. Chase, a member of the class, quite upset the gravity of all present by an entirely new and original, but exceedingly appropriate application of an old rhetorical rule.

The admirable recitations of Misses Annie Edwards and Nellie Galusha, in the First German class, deserve particular mention.

HIGH SCHOOL.

Classes were examined by the Principal, Prof. Pillsbury, in Greek, Latin and History; by the First Assistant, Mrs. Haynie, in French, and Analysis of the English Language; by the Second Assistant, Miss R. E. Barker, in Algebra, and by Mr. Newcomb, a Normal student, also in Algebra. The former high standard of attainment in this school has been maintained; and by those competent to judge, this will generally be regarded as compliment enough.

GRAMMAR SCHOOL.

The classes examined were as follows:

Grammar	.....A	Mr. J. W. Cook, Princip'l.
"	.....B	Miss G. Hurwood.
"	.....C	Miss Busch.
"	.....D	Miss L. Robinson.
"	.....E	Miss E. T. Robins n.
History	.....C	Miss K. Anderson.
Reading	.....B	Mr. Manning.
"	.....D	Miss Robinson.
"	.....E	Miss Miller.
Arithmetic	.....1st	Miss Tomlinson.
"	.....A	Mr. J. W. Cook.
"	.....B	Mr. J. W. Cook.
"	.....C	Miss Coffeen.
"	.....D	Miss Kennedy.
"	.....E	Mr. Rightsell.
Geography	.....A	Mr. Allensworth.
"	.....B	Mr. Carter.
"	.....E	Miss A. Russell.

The classes of Mr. Cook seemed to have imbibed the spirit of their energetic and successful instructor. Of the other teachers above mentioned, our inquiries elicited little else than the most favorable responses.

The kindly feeling existing between the pupils and their teachers was every where observed. The following presentations were made:

To Miss E. T. Robinson, by her Grammar class, a valuable edition of Shakespeare; to Miss Tomlinson, Lalla Rookh, beautifully bound; to Miss Coffeen, the poems of Tennyson, Whittier and Longfellow; to Miss Kennedy, Jean Ingelow, and Whittier's Snow Bound; to Miss A. Russell, a beautiful Silver Goblet, and to Mr. Carter a new Writing Desk.

Several of the presentation speeches were very happily conceived, and neatly delivered. A copy of one of them has been placed in our hands, which we take pleasure in publishing *verbatim*. It was spoken by Miss Clara Burns.

"*Mr. Carter*: We have wandered a long way under your kind guidance; up great rivers, over vast plains and through populous cities. We have climbed the rugged Andes, and lingered with pleasure by the monuments of dead nations. Our own country has not been forgotten, and we hope we have learned to prize it more highly as we have talked by the way.

Now we rest for a time. But before parting we would leave with you a small token of our affection and appreciation of your kindness and earnestness in our behalf. These months will not be forgotten, for they are among our pleasant memories. We wish you all there is of good and happiness, knowing that you can not but win in the great life struggle.

Please, then, accept this desk, and when in after life you see it, remember kindly the members of Section B."

INTERMEDIATE.

The following were examined:

Reading.....	C Miss M. Foster, Princip'l.
".....	B Miss Robinson.
".....	A Mr. Baker.
Geography.....	A Miss M. J. Smith.
".....	B Mr. Gibbs.
".....	C Mr. Bowles.
Arithmetic.....	A Miss Foster.
".....	B Mr. Bogardus.
".....	C Miss P. Wait.
Spelling and Defining.....	A Miss Foster.
".....	B Miss M. McClung.
".....	C Mr. Mason.
Writing.....	Mr. McBane.

These classes deserve credit for general promptness and accuracy of recitation. Mr. Gibbs received from his class a handsome copy of Shakespeare, and Mr. Bowles was presented with a finely illustrated copy of Goldsmith's *Deserted Village*.

The reading of the *Dev Drop*, a manuscript paper, edited by Minnie Griffin and Chattie Peck, concluded the exercises.

PRIMARY.

The classes examined were as follows:

Arithmetic.....	A Miss E. T. Johnson, Prin.
".....	B Miss E. T. Johnson.
".....	C Miss A. Thomas.
".....	D Miss Bogardus.
".....	E Miss Bullock.
".....	F Mr. Gill.
Geography.....	A Miss Embree.
".....	A Miss Weeks.
".....	B Mr. McBane.
".....	C Mr. H. A. Smith.
Reading.....	A Miss J. Burson.
".....	B Miss C. Valentine.
".....	C Miss J. Murdock.
".....	D Miss H. Elliott.
".....	E Miss E. Briggs.
".....	F Miss McGraw.

First Reader.....	Miss K. Bass.
Printing.....	D Miss C. Higby.
".....	E Miss Eckert.
".....	F Miss Glimpse.
Spelling.....	C Miss Loomer.
".....	D Miss H. Standard.
".....	B Miss Neal.
Drawing.....	E and F Miss Spink.
Writing.....	Miss M. Middlekauff.
Human Body.....	Miss Coppenbarger.
Calculating Arithmetic.....	Mr. Reeder.

Miss Mary E. Barker, whose skill in teaching music is attested by the melodious utterances of the little folks, was presented with a beautiful napkin ring by her gratified pupils. Miss C. Valentine, whose skill as a teacher of reading has often been shown, was surprised by the presentation of a finely bound copy of Holland's "Kathrina."

Only those who know by experience the constant patience, perpetual vigilance and untiring activity required of the head of a large primary school, to raise it to a high standard of efficiency and discipline and *keep it there*, can appreciate the merits of Miss Edith T. Johnson, Principal of the Primary Department of the Model School. The large corps of assistants the past term, have vigorously seconded her, and the result testifies to their success; a success not uniformly great but always creditable.

The last evening of the term was devoted to a Normal Sociable, in which, with light hearts and merry faces, the students met to exchange greetings, to rejoice over triumphs and laugh over defeats. Numerous toasts were responded to, and songs were sung, while the facile tongues of youths and maidens chatted the bright hours through.

For a brief week the walls of the University will remain silent, soon again to echo the tread of the gathering hundreds.

MODEL SCHOOL.

ATTENDANCE REPORT FOR MONTH ENDING MARCH 25.

HIGH SCHOOL.

Whole number of pupils, 65.

Tardy pupils and number of marks: James Burry, 1; Charles Chase, 1; William McLure, 1; Albert Overman, 1; William Smith, 1; William Steel, 1; Sidney Wood, 1; Carrie Barstow, 1; Minnie Benedict, 1; Sevilla Case, 1; Nellie Edwards, 1; Alice Emmons, 1; Nellie Galusha, 1; Imo Minier, 1. 14.

GRAMMAR SCHOOL.

Whole number, 145.

Tardy: Mary Davis, 1; Missouri Larrick, 1; Sallie McDowell, 1; Eliza Owens, 1; Nettie Miner, 1; Lucy Walker, 1; James Gaston, 1; John Hall, 1; John

McDowell, 1; Charles Owen, 1; Fred. Phoenix, 1; Melville Phoenix, 1; W. Thompson, 1. 13.

INTERMEDIATE SCHOOL.

Whole number, 72.

Tardy: Frank Anderson, 3; Daniel Armstrong, 1; Eddie Reeves, 2; William Shough, 1; Mary Wellman, 1. 8.

PRIMARY SCHOOL.

Whole number, 176.

Tardy: Norah Flynn, 1; Sallie Smith, 2; Annie Sweet, 1; Lonisa Sweet, 1; Charles McWhorter, 1; Henry Jones, 1; Herman Pearse, 1; Alva Peck, 1; Harrie Peck, 1. 10.

SCHOLARSHIP REPORTS.

HIGH SCHOOL.

The following have 87 or more for a scholarship average during the last month:

O. Baldwin, 87; C. Chase, 88; W. H. Coffin, 88; A. Lewis, 90; S. Wood, 88; Annie Edwards, 91; Nellie Edwards, 88; Alice Emmons, 93; Nellie Galusha, 89; Helen Perry, 87; Alpha Stewart, 87.

The following are the highest marks given on Written Examinations: In Chemistry, O. Baldwin, 9.95; Alice Emmons, 9.6. In Latin, O. Baldwin, 8.9; Arthur Edwards, 8.7; Alpha Stewart, 8.7. In French, Annie Edwards, 92.

GRAMMAR SCHOOL.

Section A.	Sch. Av.	Gen'l Av.
Seymour Capen.....	93	96
Bethuel Church.....	89	96
Hamilton Spencer.....	87	94

Section B. (First Division.)

Sarah Plummer.....	94	93
Edgar Plummer.....	93	93
Anna Gladding.....	92	97
Clara Burns.....	92	96
Edwin Eaton.....	92	96

Section B. (Second Division.)

Charles Stephenson.....	87	92
Ella Chamberlain.....	86	91
Amelia Wilson.....	86	95

Section C.

Lura Bullock.....	95	98
Jenny Coolidge.....	95	98
Fanny McGraw.....	92	94

Section D.

Jenny Plummer.....	88	96
Newton Reed.....	88	91
Mattie Knight.....	87	96
Eshpy Smith.....	87	94

Section E.

Nannie Smith.....	95	97
Emma Strain.....	95	97
Marshall Williams.....	95	90
Herbert Metcalf.....	92	95

Highest in School.

Lura Bullock.....	95	98
Jenny Coolidge.....	95	98
Nannie Smith.....	95	97
Emma Strain.....	95	97

INTERMEDIATE.

Names of pupils whose scholarship average is 86 and over.

A Class.

Alice Fisher.....	87	96
Amanda Griffin.....	90	97
Aggie Hawley.....	91	94
Chattie Peck.....	92	97
Emma Smith.....	88	89
Thomas Jones.....	90	95
John Williams.....	88	96

<i>B Class.</i>	
Dora Baird	87
Hattie Ball	96
Annie Criswell	86
Korah Reeder	94
Sarah Salter	97
Frank Strain	88
<i>C Class.</i>	
Ada Brewster	91
Leantha Chapman	93
Emma Corbett	87
Ella Dart	91
Katie Park	92
Jennie Post	90
Katie Post	86
Hattie Smith	87
Amanda White	86
<i>Highest in School.</i>	
Chattie Peck	92
Sarah Salter	91
Leantha Chapman	93

Chattie Peck stands 100 in all her classes in examination.

PRIMARY.

Names of pupils whose scholarship average is 90 or more.	
Emma Carpenter	98
Alice Phelps	98
Maggie Hursey	97
Amanda Mast	97
Jessie Reeder	97
Mary Baird	95
Lucinda Barker	95
Marilla Ruble	95
Jessie Church	94
Fannie Fell	94
Mary Gaston	94
Emma Hovey	94
Julia Stephens	94
Alice Sudduth	94
Fannie Worden	94
Lizzie Pfefferman	93
May Kelley	92
Ellen McGinnis	92
Flora Phelps	92
Total	38

OBITUARY.

On Saturday, March 21st, Miss Lavina A. Munsell, a student of the Normal School, and a young lady universally respected for her many estimable qualities of head and heart, died, after a brief illness, at her father's house in Twin Grove, McLean County.

Miss Munsell entered the University September 10, 1866, and soon gained the esteem and respect of her instructors and classmates, by her gentle and modest manners, and her faithful and conscientious performance of all school duties. In the 21st year of her age, and in the midst of a successful course of preparation for the duties of that profession for which her disposition and character so eminently fitted her, she has been snatched thus suddenly away. Her memory will be tenderly cherished by the friends she has left behind.

The following resolutions, reported by a committee chosen for the purpose, were adopted at a meeting of the students on Thursday, March 26.

Whereas, Our friend and schoolmate, Miss Lavina A. Munsell, has been removed from our midst by the hand of the Divine Father.

Resolved, That by her death we are called to mourn the loss of a true friend, an earnest student, and a faithful teacher.

Resolved, That we deplore the loss of one so full of promise, and regret that the destroyer's hand should have been laid on one so young, yet we would humbly bow to the will of Him who doeth all things well.

Resolved, That our hearty sympathy be extended to the parents and relatives of our friend in their sad bereavement.

Resolved, That a copy of these resolutions be sent to the parents of the deceased, to the *Bloomington Reformer*, and to the *Normal Index*.

LORING A. CHASE,
EMMA T. ROBINSON,
LETTIE MANON,
Committee.

CACKY DOWDLE.

BY DATE THORN.

We urge the attentive perusal of the following story upon all young teachers or candidates for the honorable office of instructor of youth. It touches the grand secret of the most successful teaching. No special virtue or merit is required to train the gentle, docile and well bred child. How may we win the heart of the stubborn, the impertinent, and the refractory? This simple tale will help us to answer the question:

The arithmetic class had just finished reciting, and were filing to their seats, when Jane Grey stepped up to her teacher and whispered:

"Please, Miss Murray, there are two new scholars at the door, and I guess they are afraid to come in."

Miss Murray looked toward the half open door, and there, upon the threshold, stood two little girls, apparently eight and nine years of age. The elder was glancing bashfully around, and blushing at the many strange eyes that were bent upon her, but the other stood making grimaces at a boy who was sitting near by. Miss Murray stepped up with a pleasant "Good morning, little girls," took off their bonnets and led them up to her desk.

"What is your name, dear?" she asked of the elder, a dark-eyed child with a not unpleasing face, and a timid air.

"Jane Dowdle, ma'am," was the answer.

"And yours?" she asked of the other.

For reply the child looked up in her face with a grin, which showed her teeth almost from ear to ear. Miss Murray could not help thinking, involuntarily, of the little Red Riding-Hood and the wolf—"Why, grandma, what a great mouth you've got—what great teeth you've got!" And the wolf answered: "The better to eat you, my dear;" and as she took in the child's whole appearance, the tanned face and stiff, sunburnt hair, pushed back from the high, retreating forehead, the small, dull blue eyes, the great mouth, disclosing two whole rows of great teeth; the narrow shoulders, projecting far backward, and the large waist, projecting as far forward as if to restore the equilibrium, she thought that she had never, in all her life, seen so impish and uncouth a looking child. She again asked:

"Can't you tell me your name? You have one, haven't you?"

Another grin, and the teeth opened and shut like the shell of an oyster; but, between the opening and shutting, there came out the words, "Cacky Dowdle."

"Wha-a-t?" asked the teacher in surprise.

"Cacky Dowdle," with another quick clack of the jaws.

"What is her name?" she asked, turning to Jane.

"Her name's Carline, but we call her Cacky," was the answer, and Miss Murray sent them to their seats.

In the course of the forenoon she called for Jane and Caroline Dowdle to come

and read. Jane instantly got up, but her sister sat still, with that same elfin grin upon her face and leer from her eyes.

"Come, Caroline," the teacher called again. Jane took hold of her arm and tried to pull her up, but she drew back with a jerk. Miss Murray went up to her with a picture book in her hand.

"Come, Caroline, I want to show you these pictures, and see how many letters you can tell me."

"My name's Cacky; call me Cacky and I'll come."

"I would rather call you Caroline; I think it's much prettier than Cacky."

"I don't," was the short answer.

Jane's face, meantime, was hot with blushes, for the whole school were looking, and listening, and laughing.

"Come, Cacky, come," she whispered anxiously, but the child would not stir.

Miss Murray thought it best to humor the whim, so she said:

"Well, Cacky, now come with your sister, and read."

She immediately rose and followed Jane, and stood by her side, looking round and making faces, while her sister was patiently learning A, and O, and U.

At the noon recess some of the rudest of the children gathered round and began to tease her. Some of them cackled like a hen, some crowed out, "cock-a-doodle-doo!" some ran up and twiddled her sleeve, and then ran away again. At first she did not comprehend that they were making fun of her; but when she did, the dull eyes flashed, and she made a clutch at the nearest boy, who was glad to get away, leaving a handful of hair behind him. Just then Miss Murray came up, and that sort of sport on both sides was put a stop to at once and forever.

The weeks went by and the two little girls were at school punctually every day. Jane was a shy, sensitive child, evidently afraid of her sister, giving up to her always, and always following her about and trying to undo the mischief she had done. But, Cacky! Never, in all the years of her teaching, had she found her patience and temper so tried as with this child. Her chief delight seemed to be in annoying and tormenting others. A suppressed scream from one, or tears in the eyes of another, was the signal that she had been at her pranks again, giving a sly pinch or grip of her nails, or a twitch of the arm to an unlucky child within reach. Punishment made not the slightest impression upon her. If made to stand upon the floor, or deprived of her play time, she received it with the same unflinching grimace. Praises for doing well, at the rare times when she did do well, were received in like manner.

All efforts to win her confidence or her affection had been unavailing; all kindness had seem thrown away. The child learned—how, the teacher could never tell, for she could never catch her looking upon her book two minutes at a time. And at recitations her attention seemed anywhere else rather than upon her lesson; but, nevertheless, she did learn faster than her sister. It was evident enough that she had an intellect, but Miss Murray wondered sometimes if she really had a heart; and if she had, whether there was any possible way to

reach it. She was fairly baffled. Meantime, the child's influence upon the other children was so bad that it began to be a serious question with her teacher whether the good she was receiving was sufficient to overbalance the evil she was doing, and whether the good of the school did not require that she should be sent away entirely.

Miss Murray herself felt an unaccountable repugnance to the child, as if she were something more or less than human. She never liked to go near her, never could bear to touch her; and though she tried hard not to show the feeling, still it was there. And it may be that Cacky's dull eyes were sharper than they looked, and that she felt instinctively that all the kindness her teacher had shown were given from a sense of duty and not out of love. And so she was revenged. At any rate, she grew reckless and obstinate, and disobedient, and Miss Murray determined to see her parents and tell them that Cacky must not come to school any longer. So she called at the wretched hovel which was their home. Besides the little girls, the family consisted of a drunken father, an ignorant and very passionate mother, and a little baby brother of two years old. Only the mother was at home, and she began immediately to talk of Cacky, and she was the torment of her life—that she couldn't do anything with her. She had whipped her and whipped her, but the more she whipped the worse the child grew. Miss Murray did not doubt this in the least, but suggested milder means would probably be quite as effectual, though what these milder means should be, she was at a loss to know. The mother shook her head and muttered, "She's a bad one, she is; but she likes to go to school."

Her visitor did not wonder that she should like to go to school, or, indeed, anywhere, to get away from her wretched home. And seeing that home and mother awoke a feeling of pity for the abused and neglected child, that she had never felt before, and she determined to persevere a little longer, to labor and pray yet more earnestly, to keep sowing the good seed, and may be after a time she might see it spring up and bear good fruit. So she went away without doing her errand.

She had not walked far when, as she was passing a pile of boards, she heard from behind it a voice so like, and yet so unlike Cacky's that she stopped, and, looking cautiously over, saw that it was indeed she. The child was sitting on the ground, with her baby brother asleep in her arms. Tears were on the little fellow's cheeks, and he sobbed in his sleep, while she rocked him back and forth, crying and kissing him, and murmuring pet names and tender words. From her broken expressions Miss Murray gathered that the mother had punished the little one, and that his sister had taken him out there to comfort him, and so he had fallen asleep in her arms. But it was a new revelation of Cacky to her teacher. She had never seen her shed a tear before, nor show a particle of love for any human being. She did not disturb them, but went on her way, saying exultingly to herself, "I have found the key to Cacky's heart—it is love for her little brother that shall open it for me."

The next day Cacky was more than usually perverse and aggravating. She hid Mary Green's book; tipped over Lottie Day's inkstand; caught Moon's neck in a slip-knot made of Carrie Grey's tippet; pinched one little girl's arm till she screamed, and made such a horrible face at another that she cried. All day long the perverse spirit within her acted itself out like this, until the teacher's unflinching patience had nearly given way. After school was dismissed Cacky was called up to the desk. It was not the first time she had been kept after school, by any means; and as a group of little girls came up to kiss Miss Murray good night, she stood looking on, sullen and defiant. When the children had gone, and they two were alone, Miss Murray, instead of putting the usual question, "Cacky, what does make you be so naughty?" said pleasantly, "You have got a little brother at home, haven't you?" The child was so surprised at the unusual question that she forgot her grimaces, and simply stared at her in astonishment. Miss Murray went on, "I saw him last evening when I was out walking, and he is such a fine little fellow I should think you would love him very much. What is his name?" The look of blank astonishment had given place to a softer expression, and now she was smiling—a genuine smile it was, too, so unusual from her usual sardonic grin that it made her look like another child.

"His name's my Sammy," was the answer.

"Can he talk?"

"He can say, 'Cacky,'" she replied gleefully.

"And he can do a great many cunning things, can't he?"

"O yes 'm!" and Cacky's tongue was unloosed now, and she proceeded to give Miss Murray an account of all Sammy's varied accomplishments.

"Well, Cacky, you must bring him up to my house and let me see him, will you?" The child's eyes sparkled.

"And now, when you go home give him this kiss for me," and the lady bent over and left a kiss upon the child's lips, "and to-morrow you will be my good little girl—I know you will; and I shall love you very much."

The child looked in her teacher's face doubtfully; the tears came into her eyes, and she fairly sobbed out, "There don't nobody love me, only Sammy, and I don't love nobody but him."

"But what makes you think I don't love you?"

"Because—because," she sobbed, "I know you don't."

"But you know you have been naughty a great many times, and I have been obliged to punish you."

"Yes 'm, I know it; it made me naughty to think you liked the other girls, and didn't like me. I'm sorry, Miss Murray, and I will be a better girl."

She drew the child close to her, and smoothed back the rough hair. "Yes, dear, I know you will." After a thoughtful pause she said, "It is true, Cacky, I have not loved you much, but we will have things different after this. I am going to love you, and you shall be my little girl, and I will help you to do right; and I want you to be such a good

little girl that Sammy can never learn anything naughty from you, and then I shall always be proud of you. And now, here's a kiss for my little Cacky, and she must run home, for it is getting late." The child tied on her bonnet and went out. But she walked home as if she had been in a dream. Miss Murray had kissed her, and had sent a kiss to Sammy—two things which had never happened in her life before. Indeed, save her little brother, she could never remember that anybody had kissed her, or that she had kissed anybody before; and the happy tears came into her eyes, as she walked slowly home, saying over and over to herself, "I will be a good girl; yes, I will." Her mother met her with uplifted arm, to punish her for loitering on the way, but she hardly felt the blows as they fell swift and heavy upon her shoulders.

From that day Cacky was a changed child. Not that she became altogether good at once. Her habits were too strong, and she knew too little the difference between wrong and right for that. But the change began from that time. She felt that there was somebody in the world to care for and love her—somebody who rejoiced when she did right, and grieved when she did wrong; somebody who was hoping and expecting her to grow up a pleasant and useful girl. She had many and hard struggles with her evil disposition; she made many failures; but her teacher was her true friend, and upheld her by her love, her patience, and her prayers; and in return the child gave her the full love and confidence of her hungry heart, and strove to please her in all things. A sweet, sisterly love sprang up between her and Jane, and the other scholars seeing the change began to treat her with more kindness than they had ever done before. By and by the uncouth name of Cacky became Caroline, and afterward, as she grew in the affections of her friends, it was again transformed to Carrie, and still it remains.

But Miss Murray did not rest with this outward change. She knew that the turbulent, passionate heart would never find rest until it found it in the bosom of the Saviour. And so, day by day, she prayed, and strove to lead her to that sure refuge; and great was her joy when after months of patient laboring she received the fruit of her toil, and felt that she could number her among the precious lambs of her dear Saviour's fold.

Carrie's plain features will always be plain, but they are lighted up by the patient, hopeful, cheerful spirit within. Her figure is still awkward and ungraceful, but the narrow shoulders are strong enough to bear other burdens than her own. Bound together by one faith, one hope, one aim, the two sisters are walking hand in hand the dark way appointed for them. Their lot in life is not a pleasant one. Their home trials are many and bitter, but their softening influence is felt even there. Their darling Sammy has been laid in the grave, but they feel through their tears that it is well. And so, strong in their Saviour's strength, cheered by the love of a few steadfast friends, they are trying to make the most of themselves, and to make the world better for their living in it.

The Schoolmaster.

BLOOMINGTON, ILL., MAY, 1868.

This periodical is published monthly at ONE DOLLAR per annum, in advance. Original contributions will be gladly received. Communications relating to the editorial management should be addressed to

ALBERT STETSON, EDITOR, NORMAL, ILL.

ALL other communications to

JOHN HULL & Co., PUBLISHERS, BLOOMINGTON, ILL.

CHURCH, GOODMAN AND DONNELLEY, PRINTERS,
108 & 110 Dearborn St., Chicago.

TO OUR FRIENDS.

To the patrons of the *NORMAL INDEX* and the public, we present our first monthly offering in a new garb and under a new name. The *INDEX* has performed, not unfitly, its mission as pioneer. During the brief period of its existence, it has furnished abundant proof of the convenience, if not the necessity, of such a periodical. Having passed from the control of its original proprietors, it has been deemed advisable, by its new publishers, to change the plan and scope of the paper. In accordance with this change a new name has been selected, better suited to the design of the present conductors, and a dress as tasteful as the publishing resources of our State can furnish.

Education is the rock upon which our civilization is built. The *Schoolmaster* is the savior of the State. With an earnest purpose to contribute, to the full extent of our ability, to the diffusion of right ideas upon education, and to the cultivation of a correct literary taste, we ask the hearty coöperation of all who have at heart the best interests of our community and nation.

As an educational periodical, and the official organ of the Illinois State Normal University, *THE SCHOOLMASTER* has its own peculiar province to fill—a province within which it can, as we believe, interfere in no respect with the success of any newspaper now published, or to be published in this vicinity. They have their special work, we ours. Our paper is in no sense a rival or competitor with the *Bloomington Pantagraph* and *Normal Review*. We are sincerely desirous that both of our neighbors may meet with all the prosperity which the enterprise of their proprietors, and the ability of their editors deserve—a prosperity to which we would gladly contribute.

There are two ways of greeting a new enterprise like that upon which we now enter. One is to stand aloof and sneer at well meant and honest efforts in a good

cause, and another to lend an earnest and cordial support, helping to supply what is lacking, and to strengthen what is weak. Every act of sympathy and assistance will be appreciated and remembered.

To the students of the Normal University, and the Model School, we desire to say it will be our aim to furnish such full and impartial reports of the meetings of the literary societies, public exhibitions and other school exercises as to render a well preserved file of *THE SCHOOLMASTER* one of the best mementoes of your student life. Room will always be found for what seem to be the most original and pleasing literary compositions in all departments of the institution, and teachers and students alike will confer a favor upon ourselves and the public, by calling our attention to such productions. We have always been of the opinion that there is much literary ability among us which remains latent. To develop this ability, and to foster a literary taste, we believe will contribute greatly to the future power and efficiency of those who every year go forth from the Normal University.

A new lecture, by President Edwards, has recently been phonographically reported for insertion in our columns, and will soon appear. Frequent contributions may be expected from the members of the Normal Faculty, and graduates from our institution, with other friends from abroad.

A gentleman of ability who is about to accompany Prof. Powell's Scientific Expedition to the Rocky Mountains, promises to send us, every month, a letter for publication. Other plans, some of them novelties in journalism, are in contemplation, to add interest to our columns.

Claiming the editorial privilege of a frank and outspoken expression of our honest convictions upon all subjects which may properly come before us, we cheerfully concede the same privilege to those who differ from us, however widely. It would be a tame and stupid world if we all saw with the same eyes. The earnest discussion of moral and social topics, if courteously conducted, is the best instrumentality for awakening to healthful activity the minds of men, and the most powerful of Archimedean levers for the elevation of the world.

The circumstances connected with the change of publishers, have caused some delay in the first appearance of *THE SCHOOLMASTER*. We hope hereafter to appear promptly on the first day of every month. It is necessary, therefore,

that all contributions for any number should be in the hands of the editor by the 20th day of the month preceding.

OUR TYPOGRAPHIC DRESS.

From the encouragement given, the publishers have ventured to incur the expense of having their work done in the establishment of Church, Goodman & Donnelley, of Chicago, an establishment which enjoys the reputation of being the largest and best appointed publishing house in the West. We invite attention to the correct printing and artistic finish of this sheet. Faults of course there are, which we shall aim to avoid in the future. Any suggestions and criticisms will, therefore, be kindly received.

OUR EXCHANGES.

Periodicals now on the list of the *INDEX* exchanges, we hope will still continue their visits to Normal. We invite other papers, to which this number is sent, to exchange with us. New books forwarded to us by the publishers, will be suitably noticed. Address the Editor of *THE SCHOOLMASTER*, at Normal, Ill.

REGISTER OF TEACHERS.

We propose in our next number to publish a register of Normal teachers. Any information from graduates, with reference to their own situations and those of such of their class-mates with whose whereabouts they are acquainted, will be thankfully received, as also any facts which present members of the University may be able to give.

NORMAL RANK LIST.

A LIST, in some respects similar to that published in the *Index*, soon after the close of the Fall Term, will appear in our next. The publication of the former list was an experiment, the result of which must, we think, be regarded as highly successful. The standard of scholarship for the last term, especially in the more advanced classes, it is believed, will be found higher than during any previous term of the University since its foundation.

That some students should very strenuously object was, of course, to be expected.

Without entering here and now upon any discussion of the merits and faults of the marking system, we most earnestly desire to be informed whether there are any objections to the publication of credit marks which do not lie with equal weight against the marking system itself.

We certainly should not voluntarily

assume the wearisome task of preparing these statistical tables, unless we conscientiously believed that by means of the self-imposed labor we are contributing in no unimportant degree to the highest welfare of the institution, with which it is our pride and honor to be connected.

THE PHILADELPHIAN AND WRIGHTONIAN SOCIETIES.

THESE Societies enter upon their appropriate work under more favorable auspices than at any period of their past history. The extensive decorations of the Society halls, so recently completed, are such as must greatly gratify every lover of the beautiful. We have here just this word to say: Every one at all cognizant with the working of the Societies well knows that a very few of those whose names are enrolled on the Society books *do all the work*. Now, while under the influence of the fresh enthusiasm which generous giving for the common good always imparts, is a good time to arouse the dormant, to awaken the drowsy, and inspire even the most active for higher and nobler intellectual achievements.

Remember that an active and faithful member of a literary society is a candidate for honors in society and the world. Let him who doubts examine into this matter. Many a humble debating society in a country village has been the stepping-stone to the forum. More of this anon.

BOOK AND MAGAZINE NOTICES.

REPORT OF THE ILLINOIS TEACHER'S INSTITUTE, held at the Normal University, August, 1867.

THIS report is a volume of 174 pages, published under the direction of a committee appointed by the members of the Institute. Handsomely printed upon fine white paper, it is altogether a beautiful specimen of the printer's art, and in the highest degree creditable to its publisher, N. C. Nason, of Peoria. The publishing committee, consisting of W. L. Pillsbury, J. H. Atwood and A. J. Anderson, are entitled to much credit for the efficient manner in which they have performed their somewhat arduous duties. Regretting that its issue has been so long delayed, we congratulate all concerned upon the ultimate success of their enterprise.

After a brief preface, the volume opens with a catalogue of the officers and members of the Institute, and a brief history of the association with its constitution. The body of the work embraces reports,

usually much condensed, of exercises upon the Theory and Art of Education, Reading, Geography, History, Arithmetic, Phonic Analysis, Grammar, Spelling, Etymology, Free Gymnastics, and Primary Instruction. Of these we may have more to say hereafter.

These reports are followed by a brief sketch of the discussions in the literary society formed by members of the Institute, and a *verbatim* report of four lectures delivered during the session, upon the following topics: Education in Great Britain; the Parties to the Educational Enterprise; the Leaf, and General and Special Scholarship.

We are confident that the work will prove of much service, not only to the comparatively limited number of subscribers for the same, but also to all earnest and progressive teachers into whose hands it may fall.

HARPER'S MAGAZINE.—The April number contains the pleasing variety which usually characterizes this most popular of American monthlies. The illustrated articles, Among the Andes of Peru and Bolivia, Personal Recollections of the War, and Du Chaillu, Gorillas and Cannibals, are entertaining; the Editor's Easy Chair, filled as it is by the best magazinist in the United States, is as spicy and sensible as ever, while the Editor's Drawer seems to us much more provocative of laughter than usual.

"Don't you know me?" said a soldier to his former commander.

"No, my friend, I don't."

"Why, sir, you once saved my life."

"Ah! how was that?"

"Why, my dear sir, I served under you at the battle of —, and when you ran away, in the beginning of the fight, I ran after you, else I might have been killed. God bless you! *my preserver—my benefactor! God bless you!*"

THE ECLECTIC.—This sterling Magazine comes to us with its customary store of good things. It is embellished with a steel engraving of Prof. Faraday, the illustrious philosopher, recently deceased. Its contents are as follows:

1. Abyssinia—London Quarterly Review.
2. The great Nebula in Orion—Fraser's Magazine.
3. A great Man's Relaxations—Dublin University.
4. Music in England—Contemporary Review.
5. Communicative Persons—Belgravia.
6. The Mummy of Thebes—Chambers' Journal.
7. The Blockade; an Episode of the End of the Empire—continued—Translated from the French for the Eclectic.
8. Talk and Talkers—The Saturday Review.
9. The Eastern Question—continued—London Quarterly Review.
10. Tornadoes and Land Storms—Temple Bar.
11. Jeanette's Revenge—Colburn's New Monthly.
12. Sketches from Norway—Temple Bar.
13. Literary Lions—Saturday Review.
14. Lady Macbeth—McMillan's Magazine.

15. Prof. Agassiz and Brazil—Saturday Review.
16. A Strange Story.
17. Aesthetic Woman—Saturday Review.
18. Diamonds and Precious Stones—Chambers' Journal.
19. The French Government and Political Exiles—Saturday Review.
20. Reveries—Dublin University.
21. Among the Pacific Islands.
22. Elephant Hunting in South Africa—Leisure Hours.
23. Sketch of Michael Faraday—The Editor.
24. Poetry.
25. Notes on Books.
26. Science.
27. Varieties.

THE ILLINOIS TEACHER FOR MARCH.—This excellent periodical is admirably conducted under the management of its editorial trio. We heartily approve of the plan by which so much space is given to the editorial department and educational statistics. The article by Pres. Edwards states concisely and forcibly the arguments in favor of the establishment of County and District Normal Schools in all parts of Illinois.

The essay by S. M. Heslet, upon compulsory education, defends the affirmative of the much discussed question, with cogent, and, as we believe, unanswerable arguments.

We congratulate friend Nason upon the increased facilities for issuing his journal with promptness by the use of his steam power press, and the subscribers of the Teacher, upon possessing a Magazine which compares very favorably, as we happen to know, with the best educational journals of our country.

PROF. IRA MOORE.

WE are gratified to learn that Prof. Ira Moore, a former instructor in our Normal University, has recently been appointed Professor of Mathematics in the State University of Minnesota. A graduate of the Normal School at Bridgewater, Mass., he entered with energy and ability upon the work of the teacher. At the outbreak of the rebellion he entered the service as Captain of Company B., in the Normal Regiment, and followed its fortunes. He left the army with health seriously impaired. We are pleased to hear that his health is entirely restored, and congratulate the University of Minnesota upon securing the services of so able a worker.

MARRIED.

At Normal, Sunday, March 29, by the Rev. Mr. Wilkin, Mr. JOHN A. WILLIAMS and Miss ANNIE FELL, both of Normal.

The bride and bridegroom, both recently connected with the Normal University, have the best wishes of their former schoolmates, as they enter upon their new career.

IS THE SCHOOLMASTER ABROAD?

THE following is a copy *verbatim* of a notice recently posted in a public place at Normal:

A STRAY COW TAKEN UP MARCH 26, 1868.
This is a red and white Cow With The Left Eer Been Cropt supposed To Be 12 or 13 years Any person proving To Him Can have hur ly paying All Damidgs.

We do not know that the worthy advertiser makes any pretensions to scholarly attainments, and infer that he does not. But what shall be said of the following?

The principal of a school in the interior of Missonri having resigned, the following application was made for the position:

"MACON CITY, JAN. 14th, 1868.

"Sir, hearing that the Profceer of your high School was about to resign. I therefore Solficit your patronage, and think I can fill the place. If you wish a teacher please give me a call I can teach all branches you require. Please address soon ———, Kansas City, Mo."

The answer to this application is not recorded.

Here follows something of the same sort from away down east. The Manchester (N. H.) *Daily Union* vouches for the following warning note, which it says was copied literally from one posted upon a tree by the road side in North Weare:

"Awl persons are Forbid To pick buries or Plumes of on this pease.
p. s. Nor blubres."

TEACHERS' STUDIES.—The teacher who is not a student should be an anomaly. There is no profession that so imperatively demands study, and none that affords so much opportunity for it, as the teacher's. True, many who pretend to teach never think of systematic reading or study; but we always find such in the lower ranks of the profession. The mere routinist, having once learned some particular branch that he is required to teach, may go over that in the same way from day to day, and year to year, and fancy himself a teacher, while he is as far from being one as it is possible to conceive. But the true teacher is like a fountain continually springing up from fresh sources. He can not teach even the old and familiar branches without continual study upon each for himself. He investigates the different text-books to find new methods of presenting familiar truths; he pushes his researches farther into the outposts of the sciences; he keeps abreast with the current in the knowledge of what is going on in the literary world; he is hampered by no text-books, for his reading extends over a wider range. Do you say, I have no time? Then use your arithmetic, and systematize the twenty-four hours. Allow to sleep eight hours, to school six, to meals one and a half, and there remain eight and a half hours to be divided between exercise, conversation, study, reading, etc.; and this is enough, if rightly used, to accomplish all that is claimed above.—*Illinois Teacher.*

THERE COMES A TIME.

There comes a time when we grow old,
And, like a sunset down the sea,
Slopes gradual, and the night wind cold
Comes whispering sad and chillingly;
And locks are gray
At winter's day,
And eyes of saddest blue behold
The leaves all dreary drift away,
And lips of faded coral say,
There comes a time when we grow old.

There comes a time when joyous hearts,
Which leap as leap the laughing main,
Are dead to all save memory,
As prisoner in his dungeon chain,
And dawn of day
Hath passed away,
The moon hath into darkness rolled,
And by the embers wau and gray,
I hear a voice in whisper say,
There comes a time when we grow old.

There comes a time when manhood's prime
Is shrouded in the mist of years,
And beauty, fading like a dream,
Hath passed away in silent fears;
And then how dark!
But O! the spark
That kindles youth to hues of gold
Still burns with clear and steady ray,
And fond affections lingering say,
There comes a time when we grow old.

There comes a time when laughing spring
And golden summer cease to be;
And we put on the autumn robe
To tread the last declivity.
But now the slope,
With rosy hope,
Beyond the sunset we behold—
Another dawn with fairer light,
While watchers whisper through the night,
There comes a time when we grow old.

HONOR YOUR BUSINESS.

WE too often meet with teachers, as well as those in other vocations, who may profitably ponder upon the very sensible counsel contained in the following passage, which we clip from the *United States Economist*:

It is a good sign when a man is proud of his calling. Yet nothing is more common than to hear men finding fault constantly with their particular business, and deeming themselves unfortunate because fastened to it by the necessity of gaining a livelihood. In this spirit men fret and laboriously destroy all the comfort in their work; or they change their business, and go on miserably, shifting from one thing to another, till the grave or the poor-house gives them a fast grip. But while occasionally a man fails in life because he is not in the place fitted for his peculiar talents, it happens ten times oftener that failure results from neglect and even contempt of an honest business. A man should put his heart into every thing he does. There is not a profession that has not its peculiar cares and vexations. No man will escape annoyance by changing business. No mechanical business is agreeable. Commerce in its endless varieties is affected, like all other human pursuits, with trials, unwelcome

duties, and spirit-tiring necessities. It is the wantonness of folly for a man to search out the frets and burdens of his calling, and give his mind every day to a consideration of them. They belong to human life. They are inevitable. Brooding, then, only gives them strength. On the other hand, a man has power given to him to shed beauty and pleasure upon the homeliest toil, if he is wise. Let a man adopt his business and identify it with his life, and cover it with pleasant associations; for God has given us imagination not alone to make some poets, but to enable all men to beautify homely things. Heart varnish will cover up innumerable evils and defects. Look at the good times. Accept your lot as a man does a piece of rugged ground, and begin to get out the rocks and roots, to deepen and mellow the soil, to enrich and plant it. There is something in the most forbidding avocation around which a man may twine pleasant fancies—out of which he may develop an honest pride.

THE SOCIETY OF WOMEN.—No society is more profitable, because none more refining and provocative of virtue, than that of refined and sensible women. God enshrined peculiar goodness in the form of woman, that her beauty might win, her gentle voice invite, and the desire of her favor persuade men's sterner souls to leave the paths of sinful strife for the ways of pleasantness and peace. But when woman falls from her blest eminence, and sinks the guardian and the cherisher of pure and rational enjoyments into the vain coquette, and flattered idolater of idle fashion, she is unworthy of an honorable man's love, or a sensible man's admiration. Beauty is then but, at best,

"—A pretty plaything,
Dear deceit."

To be our companions, women should be fitted to be our friends; to rule our hearts, they should be deserving the approbation of our minds. There are many such, and that there are not more is rather the fault of our sex than their own; and despite all the unmanly scandals that have been thrown upon them in prose or verse, they would rather share in the rational conversation of men of sense than listen to the silly compliments of fools; and a man dishonors them, as well as disgraces himself, when he seeks their circle for idle pastime, and not for the improvement of his mind and the elevation of his heart.

EXERCISE AND THE BATH.—In a letter addressed to Dr. Bethune, in 1845, President Felton said, "My Greek studies taught me that bathing and gymnastics were nearly as essential as languages and mathematics, and I devised, with forethought and deliberation, a system of shower-bathing and dumb-bells, which changed me in a few weeks from a 'vertiginous' weakling, unfit for anything, to a sturdy fellow; fitted, if need were, 'to sling a sledge or follow a plough.' I reverence the dumb-bells and shower-bath, and were I a Pagan, some allegorical representation of these should soon find a place in my Pantheon."

BEAUTIFUL AND TRUE.—In an article in *Fraser's Magazine* this brief but beautiful extract occurs: "Education does not commence with the alphabet. It begins with a mother's look, with a father's smile of approbation or a sign of reproof; with a sister's gentle pressure of the hand, or a brother's noble act of forbearance; with a bird's nest admired and not touched; with creeping ants and almost impossible emnets; with humming bees and great bee-hives; with pleasant walks and shady lanes, and with thoughts directed in sweet and kindly tones and words to mature to acts of benevolence, to deeds of virtue, and to the source of all good—to God himself."

A TEACHER asked a bright little girl, "What country is opposite us on the globe?" "Don't know, sir," was her answer. "Well, now," pursued the teacher, "if I were to bore a hole through the earth, and you were to go in at this end, where would you come out?" "Out of the hole, sir," replied the pupil, with an air of triumph.

THE OLDEST AND BEST.—*The Springfield (Mass.) Republican* pronounces LITTELL'S LIVING AGE "decidedly the best magazine of its class published in the United States, if not in the world." The Rev. Henry Ward Beecher says: "Were I, in view of all the competitors now in the field, to choose, I should undoubtedly choose the *Living Age*. There is not, in any library that I know of, so much instructive and entertaining reading in the same number of volumes." And it is similarly endorsed by the best writers and thinkers of the day.

It has been published for more than twenty years, and is now enlarged. It is issued EVERY SATURDAY, giving fifty-two numbers and considerably over THREE THOUSAND double-column octavo pages of reading matter, yearly; all, free of postage, for the low price of \$3.

It is a work which commends itself to every one who has a taste for the best literature of the magazines and reviews, or who cares to keep up with the events of the time.

It contains the best Reviews, Criticisms, Stories, Poetry; Literary, Scientific, Biographical, Historical, and Political Information—from the whole body of English Periodical Literature—making four vols. a year, of immediate interest, and solid, permanent value.

The frequency of its publication enables its conductors to present a complete *resumé* of the best literature of the day, in all its freshness and variety, combining the *useful* and *instructive* with the *tasteful* and *entertaining*, in a manner not attempted by any other periodical of its class. The *Home Journal* of New York says:

"Its standard of selections is a high one; and its contents are not only of interest at the present moment, but possess an enduring value. Its representation of the foreign field of periodical literature is ample and comprehensive; and it combines the tasteful and erudite, the romantic and practical, the social and scholarly, the grave and gay, with a skill which is no where surpassed, and which is admirably suited to please the cultivated reader; and that, long distinguished as a pioneer in the republication of the choicest foreign periodical literature, it still holds the foremost rank among works of its class."

IMPORTANT DECISION.—"Single-Thread vs. Double-Thread." At the "Grand Trial" of Sewing Machines at Island Park, the contest being between "single-thread" and "double-thread" machines, and the agents of the "double-thread" one claiming that theirs possessed an "advantage," in the fact of its using *two* threads instead of *one*—that claim was decided by a *thorough practical test of work*, done

there, on the competing instruments. The result of the trial was a unanimous "decision" by the Judges that the "advantage" is *not* on the side of a 'double-thread,' but on that of a 'single-thread,' as used by the Wilcox & Gibbs Machine."—"Report of *Grand Trial*."

In the multiplicity of magazines, old and new, that are claiming attention, we would say to our readers, with the *Troy (N. Y.) Daily Times* of the 5th inst., that "those who wish to obtain a whole library of varied and most valuable reading, will do it most completely and economically by subscribing for *Littell's Living Age*."

It is published by Littell & Gay, 30 Bromfield St., Boston.

PAYING LARGE WAGES.—Is every body busy, or does every body take *The Advance*? If not, we wonder that every village is not thoroughly gleaned by canvassers for that excellent paper. A copy of *The Advance* lies before us, and we see that—as its advertisement in another column announces—it really does give "Splendid Premiums" to those who get up clubs. Think of a pair of solid silver napkin rings for three subscribers, a set of solid silver teaspoons for twelve, a complete set of field croquet for seven, a Webster's Pictorial Dictionary for four, a Mason and Hamlin Cabinet Organ for fifty-three, etc., etc. And the paper is such a good one—so able, so wide-awake, so truly religious, that it ought to be an easy matter to get subscribers. Among its regular contributors are such writers as Dr. Thompson, Dr. Bascom, Prof. Bartlett, Prof. Haven, Dr. Gulliver, Grace Greenwood, etc., etc.

GREAT BARGAIN.—For sale one splendidly arranged and planned residence, designed by W. H. Bradley, architect, built by A. S. Williams, and painted by A. S. Armstrong. All the modern improvements and conveniences; good location. Price only \$6,000. Terms easy; only a small payment required on sale; balance at ten per cent. Apply to E. D. Harris, Normal, Ill.

SEVERAL CHOICE RESIDENCE LOTS for sale on time. No cash down required where parties will improve immediately. Others for sale on long time, with small cash payment in advance. Apply soon to E. D. Harris, Real Estate Agent, Normal, Ill.

SEVERAL SMALL RESIDENCES for sale cheap. A good chance for families or students wishing to spend a year or two in Normal for benefit of schools, for with increasing advance of property they can be sold two years hence for twice present cost. Easy terms. Apply to E. D. Harris, Normal, Ill.

WANTED, TEACHERS AND MINISTERS to take notice that we are employing men who *wish to work* at salaries ranging from \$75 to \$100 per month, to canvass for Old Charter Oak Life Insurance Co., of Hartford, Connecticut. None but those who are *determined to succeed* desired. Capital over \$4,000,000. Annual dividends declared and paid annually. Apply to E. D. Harris, District Agent, Normal, Ill.

A CARD.—The undersigned, recent pupils of Lawrence Taylor, professor of music at Normal, Illinois, desire to express our high appreciation of his eminent ability and success as a teacher of instrumental and vocal music, and to recommend him most cordially to the patronage of the public.

Lydia A. Barson,	Mollie Shelton,
Mima S. Barson,	Mary E. Stewart,
Chattie Woodward,	Floa Streeter,
Kate Woodward,	Hattie E. Morse,
Susie Woodward,	Gracie Dietrich,
Mattie Shelton,	Lizzie Graves,

PUBLISHERS' NOTICE.

CLUB RATES.

We have made arrangements by which our Subscribers may get *THE SCHOOLMASTER*, and the periodicals named below, at the prices annexed. The money, in every instance, should be sent to *our* office.

THE SCHOOLMASTER and—

The Little Corporal.....	(\$1.00) 1 year,	\$1 50
The American Agriculturist.....	(\$1.50) 1 "	1 75
The Illinois Teacher.....	(\$1.50) 1 "	2 00
The Prairie Farmer.....	(\$2.00) 1 "	2 25
The Standard.....	(\$2.50) 1 "	2 75
The Advance.....	(\$2.50) 1 "	2 75
The Church Union.....	(\$2.50) 1 "	2 75
The Rural New Yorker.....	(\$3.00) 1 "	3 25
Our Young Folks.....	(\$2.00) 1 "	2 25
Atlantic Monthly.....	(\$4.00) 1 "	4 00
Every Saturday.....	(\$5.00) 1 "	5 00
Littell's Living Age.....	(\$5.00) 1 "	5 00
Harper's Bazar.....	(\$4.00) 1 "	4 00
Harper's Weekly.....	(\$4.00) 1 "	4 00
Harper's Monthly.....	(\$4.00) 1 "	4 00

Subscribers desiring other papers than those named above can secure them and *THE SCHOOLMASTER* at rates corresponding to those given.

We are preparing a premium list for publication in our next issue. We desire to have readers in every school district in Illinois, and shall make our premiums extremely liberal.

Address,

JOHN HULL & CO.,

PUBLISHERS,

Bloomington, Ill.

GILLETT & STEERE,

Wholesale and Retail Dealers in

WATCHES, DIAMONDS,**Fine Jewelry, Solid Silver, Silver-Plated Ware, etc.**

Our Goods are all of the Finest Quality, and are fully warranted. We are the authorized agents for the sale of the celebrated

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which are now conceded to be fully equal, if not superior, to any made in America.

We also deal largely in

PIANOS, MELODEONS, ORGANS,**VIOLINS, GUITARS,**

and all kinds of

MUSICAL MERCHANDISE.

Sole agents in the city for the

Chickering Pianos!

These Pianos having come off victorious at the Paris Exposition, now stand at the head.

Please remember that we will sell you a little lower than can be bought elsewhere.

GILLETT & STEERE,

Lincoln Block, Bloomington, Illinois.

300,000**WHEELER & WILSON****SEWING MACHINES**

NOW IN USE.

*The Verdict of the People 100,000 majority**in favor of the Wheeler & Wilson Machine.***GOLD MEDAL**

awarded at Paris, 1867, to Wheeler & Wilson for

Sewing and Button-hole Machines.

They are the only machines having the Glass Cloth-presser, which enables the operator to see each stitch as it is formed, and to guide the work more accurately.

The distinctive feature of the Wheeler & Wilson Machine is the use of a *Rotary Hook* to carry the loop of the upper thread around the spool containing the under, making the lock-stitch alike on both sides of the fabric, thereby doing away completely with the vibratory motion of a shuttle, the tension upon the under thread, and all devices for taking up slack thread; these are necessary on all other two-thread machines. The public have endorsed this principle by purchasing nearly 325,000 of our Machines—more than 100,000 in excess of those of any other manufacture! It has long been acknowledged by far the most simple lock-stitch Machine in existence.

The qualities which recommend the Wheeler & Wilson Machine, are:


1. Beauty and excellence of stitch, alike on both sides of the fabric sewed.
2. Strength, firmness, and durability of seam, that will not rip nor ravel.
3. Economy of thread.
4. Its attachments and wide range of application to purposes and materials
5. Simplicity and thoroughness of construction.
6. Speed, ease of operation and management, and quickness of movement.

Call and examine this machine before purchasing. *The most liberal terms* offered to purchasers. All machines warranted for three years. Machines for rent. Stitching done to order.

JOHN B. DALLIBA,

General Agent

for McLean, Woodford, DeWitt, and Tazewell counties.

 Local and traveling agents wanted.

WANTED—AGENTS TO SELL DR. WM. SMITH'S

Dictionary of the Bible.

It contains over one thousand closely printed, double-column, octavo pages, from new electrotype plates, on good paper, and is appropriately illustrated with over two hundred engravings on steel and wood, and a series of fine authentic maps. It is highly commended by all learned and eminent men, and by the press generally throughout the country, and is the best book of its kind in the English language.

DO NOT BE DECEIVED. Owing to the unprecedented popularity of this work, a small English abridgment adapted to juvenile readers, in duodecimo form, of about 600 pages, has been reprinted by another firm in larger type, and spread over 800 octavo pages, evidently—by making a book larger than its original—to give the impression that it is our edition. To those who desire this juvenile edition, we will, early in March, furnish the English work, far superior to the American, at \$2.75 per copy. Send for circulars giving full particulars. National Publishing Company, Cincinnati, Ohio.

WILCOX & GIBBS'**SEWING MACHINES.**

The champion of 136 first premiums in two seasons.

"Its seam is stronger and less liable to rip than the Lock Stitch."—*Judges' Report of the Grand Trial.*

Send for the "Report" and samples of work, containing both kinds of stitches on the same piece of goods. Agents wanted.

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133 Lake Street, Chicago.

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Wholesale Agents for

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CELEBRATED

Gold Medal Piano Fortes.

As to the relative merits of these pianos, we would refer to the certificates from **THALBERG, GOTTSCHALK, STRAKOSCH, G. SATTER, H. VIEUXTEMPS, LOUIS STAAB, and E. MUZIO**, Musical Director of the Italian Opera, as also from some of the most distinguished professors and amateurs in the country. All instruments guaranteed for five years.

Also, agents for

A. B. GALE & CO., and EMPIRE PIANO FORTE CO.,

and other first-class pianos.

We have the largest and best assorted stock of pianos in the city.

Particular attention paid to the selection of instruments for distant orders.

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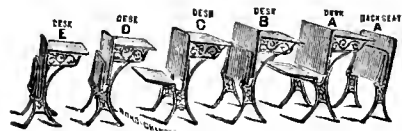
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


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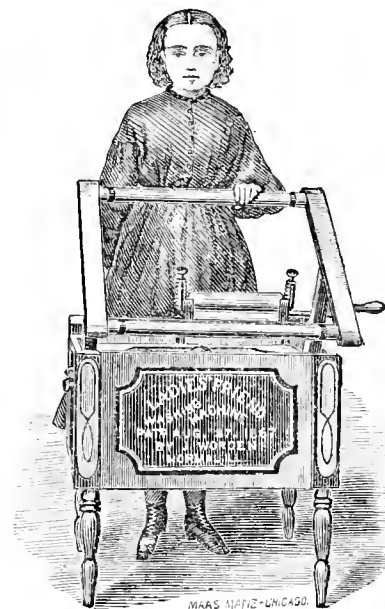
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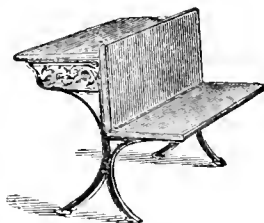
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THE SCHOOLMASTER.

A Journal of Education, Literature, and News.

VOL. I.

NORMAL, ILL., JUNE, 1868.

No. 2.

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FOR THE SCHOOLMASTER.

GOOD BOOKS.

BY PROF. E. C. HEWETT.

POWER in itself is neither good nor bad. It works for good or evil according to its use. It is an instrument, and its effect is determined by the moral state and aim of him who wields it. The knife, so necessary a tool to the honest shoemaker, becomes a murderous implement in the assassin's hand.

It may well be doubted whether the power to read (and by this I mean not simply the power to call words from the printed page, but the ability to drink in and appropriate the thoughts and sentiments of the writer), it may well be doubted, I say, whether this power has, on the whole, been a blessing or a curse to mankind. When one remembers what a mass of printed matter, poisonous, corrupting, devilish, floods the land, and finds readers and lovers, he may well doubt, and exclaim with the apostle, "Who shall deliver us from the body of this death?" Some of it is so vile that it shuns the light, and skulks in nooks, and corners, and by-ways, and works its deadly results in the dark—none the less deadly, however, for that. But when one sees, as he may in any respectable news-room or book-store, the piles of trash like the New York Ledger, Beadle's Dime Novels, etc., which crowd the counters and shelves, and observes the throng of buyers—many of

teens—that eagerly purchase the stuff, he may well query whether the time will not come when to sell such poison will not be esteemed, as it ought to be, no better than the keeping of a retail grog-shop, and pray that Providence may speedily send us a "Maine law" that shall prohibit this corrupting traffic also.

Why will human beings, with minds capable of better things, turn aside to feed upon such garbage when the wise and good and entertaining of all time are waiting between the covers of books to bear them company? The sacred writers; Homer and the grand old poets; historians, the most learned and the most eloquent; philosophers, Aristotle, Bacon, and the rest; essayists, like Macaulay; novelists, like Dickens, Thackeray, Irving, and a host more; poets of nature, like Hugh Miller; genial companions, like the "Country Parson;" broad humorists, like Tom Hood and Holmes, and a multitude of others, more than I can mention, only wait our invitation to take a chair beside us, and to pour their richest and most elaborate thoughts and conceptions into our willing minds. How modestly they come, equally willing to speak or to be silent, as we bid them! Who can be lonely—who can find time hang heavy on his hands—who can seek for *pastimes*, amid such a "goodly company?" And shall we turn from them to follow fools, mountebanks, and "jack-o'-lanterns?" or shall we so cram ourselves with their wise, witty and genial sayings, that we have no time or power left to digest and appropriate them? For a good book benefits us no more by what it tells us than by what it leads us to think for ourselves. "Beware the man of one book," says the proverb. A little at a time from the rich stores of literature, thoroughly digested and assimilated, so prepares one that his opponent may well beware. Let me urge upon you to have open ears and open minds for the noble ones who "being dead, yet speak."

A DANCER once said to Socrates, "You can not stand on one leg so long as I can."

"True," replied the philosopher, "but a goose can."

LOST TIME.

Let any man pass an evening in vacant idleness, or even in reading some silly tale, and compare the state of his mind when he goes to sleep, or gets up next morning, with its state some other day when he has spent a few hours in going through the proofs, by facts and reasonings, of some of the great doctrines in natural science, learning facts wholly new to him, and satisfying himself by careful examination of the grounds on which known truths rest, so as to be not only acquainted with the doctrines themselves, but able to show why he believes them, and to prove before others that they are true, and he will find a great difference between looking back upon time unprofitably wasted, and time spent in self-improvement. He will feel in one case listless and dissatisfied; in the other, comfortable and happy. In the one case, if he did not appear to himself humble, at least he will not have earned any claims to his own respect; in the other case he will enjoy a proud consciousness of having, by his own exertions, become a wiser, and, therefore, a more exalted creature.—*Brougham.*

[THE author of the above extract has just died at the advanced age of ninety, having retained all the power of his vigorous intellect until a few years before his decease. No man of our century has led a more varied and active career. For seventy years Lord Brougham has been before the public as a reformer, lawyer, parliamentary orator, writer, and Lord High Chancellor. With great versatility of talent, untiring industry, absolute fearlessness, and a capacity for continued labor perhaps never surpassed, he has left his mark more indelibly imprinted upon the world than many a score of men also reputed great. The grand lesson of his life to the student is the advantage of making a right use of time. "Better to wear out than to rust out" is the old saying; but the biography of Brougham, and men like him, seems to show that hard work, while it keeps the mental weapons polished and bright, does not of necessity wear away the metal. It is the rust of indolence that eats out the vitality of man.

When Brougham left Scotland for London, he called out from the top of the coach, "Here's for the Lord Chancellorship!" But not content with wishing, he *worked* for it.

"In idle wishes fools supinely stay;
If there's a will, hard work will find the way."

Ed.]

ALONE.

BY C. E. WATTS.

What signifies the word Alone
To thoughtless ones who lightly speak it,
To whom the only meaning known
Is solitude when they may seek it?

Fortune perchance on them has smiled—
Has given plenty and to spare;
It calls up hours with book beguiled
In cozy room and easy chair.

To such the word may have no dread,
Awake no thought of dismal gloom,
No sad remembrance of the dead,
And hopes long buried in the tomb.

But ha! too many far there be
Whom Fortune has not favored so,
Who in that simple word but see
The climax of all earthly woe.

The homeless Rambler wandering on
Reckless alike of weal or woe,—
All hope for him in life is gone,—
His sorrow only God may know.

The tender girl, her strength all spent,
Sunk on the stone steps in the storm,
Striving in vain to hide each rent,
And coax her rags to keep her warm.

The pale-faced beggar, half in fear
Lingering some sight of joy to catch,
Not hoping he may venture near,
Or dare to lift the gilded latch.

The weary widow as she climbs
The tottering stairs to garret cold,
Musing the while on former times,
The happy scenes in days of old.

The cheerful home, the crackling fire,
The kind protector all her own;
The larder full—no spectre dire
Of want, within their home was known.

How changed her case! A garret drear
Where winds lament with pitying moan,
The coals all dead—starvation near—
Saddest of all, *she is alone*.

Alone! without one friend to cheer
Her heart while journeying on through life;
No one with kindly accents near
To stand beside her in the strife.

When kindred die and friends forsake,
And Poverty the mind has bound,
And o'er the heart waves sorrows lake,
Alone then has a dreary sound.

He who has felt these bitter woes
And grown familiar with the tone—
Ah! only he it is who knows
The meaning of the word *Alone*.

Reported for THE SCHOOLMASTER.
**RE-DEDICATION OF WRIGHTON-
IAN HALL.**

SATURDAY EVENING, March 11, 1863.

ALTHOUGH the weather was unfavorable, a large audience assembled and manifested much pleasure in the attractiveness of the hall and the exercises of re-dedication.

The room has undergone a thorough transformation. A platform has been erected extending across the entire north end of the hall, upon which are placed the chairs of the President and Secretary, and the piano. At the rear of the hall is a smaller platform for the critic.

The principal change has been effected by the hand of a skillful artist, Mr. Thos. H. Atkins, of Normal. Instead of the dinginess which was wont to pervade the room, all is now brilliant. The style of ornamentation is peculiar, and is rapidly coming into vogue, not only from its intrinsic beauty, but also from its permanence. The walls and ceiling, instead of being frescoed, are painted in oil with various contrasting colors—pink, white, crimson, blue, and green. All the wood-work of the hall, including the library cases, is pure French gloss-white. The ceiling is of a fresh peach blossom color, with a wide border of crimson, gold, and green. From two scroll centre-pieces of darker color hang two tasteful, new chandeliers, the light from which, reflected from the glistening wall, produces a peculiarly cheerful effect.

The President's chair is surmounted by a graceful Greek arch, with fluted columns; and in the rear of the chair is seen a full length portrait of Washington. The life-size portrait of the Hon. Simeon Wright, the munificent patron of the society, hangs above, while various pictures, busts and statuettes occupy their wonted places upon the walls.

The members of the society, and other friends whose liberal contributions furnished the funds, the committee under whose supervision the money was so judiciously expended, and the painter who carried out the terms of his contract so faithfully, are all entitled to the thanks of all friends of culture who recognize the value of objects of beauty as agents in the elevation of our race.

The exercises of the occasion were as follows:

1st. Prayer—by Rev. W. H. Daniels, of Normal.

2nd. Instrumental Music — by Miss Fannie Smith.

3rd. A brief Historical Sketch of the Society—by Miss Emma T. Robinson.

4th. A Poem—by A. Stetson.

5th. A Song—by Misses Emmons and Boyden, and Messrs. Kleckner and Al-lensworth.

6th. An Address — by Richard Edwards, President of the Normal University. Subject:

BENEFITS TO BE DERIVED FROM A LITERARY SOCIETY.

The speaker prefaced his remarks by

pointing out the difference between most school work which is performed under stimulus from teachers, and held in check by various needful regulations, and the voluntary work of a literary society. Hence the value of the latter as teaching the lesson of *self-dependence*.

Literary societies, too, furnish a means for *social intercourse*, so needful as a corrective to the cloistral and solitary habits of the assiduous student.

The value of the literary society as furnishing, particularly to those who participate in its discussions, a *familiarity with our language*, was next mentioned, and a just and glowing eulogy pronounced upon our English tongue—the noblest heritage which we have received from our fathers. The power which resides in spoken words was happily illustrated by reference to Charles James Fox, whose logic, red-hot with passion, stirred the whole British Empire—and to Clay and Douglas in our own country. There is no better school for the orator than a well conducted literary society.

There is a special advantage here as a means of unifying the various departments of the University. By means of the societies little jealousies between the Normal and Model departments may be suppressed, and thus the institution as a whole labor more effectively for the intellectual advancement of the State and Nation.

HOW SHALL A SOCIETY BE MADE EFFICIENT?

Not by catering to amusement merely. Amusement *per se* is a low object. Fun has its place, and we all need to laugh. Enough should be introduced to give a cheerful air to the exercises, but "the butter should be eaten *with* the bread, and not separately."

A society may be made efficient by keeping in view as its aim, *literary and logical culture*. It should be the aim to render the debates earnest and vigorous, and to this end much time and thought should be given to preparation. So, too, in preparing contributions for the paper. Superficial sentiment should be excluded. Be rigid critics of yourselves. Said a wise teacher to a young writer, "If you find, in revising your work, some passage which you think particularly fine, it is generally best to draw your pen through it."

In preparing for any society exercise, the constant question should be, What is my aim? What do I wish my hearers to believe? The first essential is to state the point clearly. Much care is needed in the use of figures of rhetoric. The "spread-eagle" style is to be deprecated.

Language should be employed to make thought luminous, and sound should be subordinate to sense.

Æsthetic culture should never be disregarded. God has not forgotten, if we have, the uses of beauty. Nature teaches this lesson. The fruit tree is not less attractive to the eye than its fruit to the taste. We are formed by what we come in contact with, and it is wise to render a society room attractive by appropriate decoration. Good taste should never be violated in such decorations or in the literary exercises.

The literary society should be made a means of social culture. There is no one so humble or ignorant that he may not impart to another some thing needed by the latter. It is particularly important that the teacher should possess this social culture as a means of adding to his success and power.

The Normal literary institutions are largely responsible for the culture of this community. The public exercises should be of such a character as to elevate and refine, and such that the more intelligent and refined citizens will be attracted hither.

We expect to see the results of our institution *here*, in this community. We want a community that will appreciate a fine lecture and support a public library. We want a community that will frown down all entertainments of a low and mean character, and expect the two societies to contribute to this end.

The speaker concluded by congratulating the Wroughtonian Society upon its elegant hall, and promised to contribute to the extent of his power to the welfare of the society.

MODEL SCHOOL.

ATTENDANCE REPORT.

HIGH SCHOOL.

Whole number of pupils, 53.

Pupils tardy: W. Underhill, 1; Mary Graves, 1; Ida Overman, 1; Flora Pennell, 1. Total, 4.

GRAMMAR DEPARTMENT.

Whole number of pupils, 122.

Tardy pupils: Kate Graves, 1; Nellie Hamilton, 1; Missouri Larrick, 1; Nettie Reniff, 1; Mary Stephenson, 1; Eddie Overman, 1; Fred Phoenix, 1. Total, 7.

INTERMEDIATE.

Whole number of pupils, 60.

Tardy pupils: Alice Graves, 1; Jennie Jones, 1; Daniel Armstrong, 1; Joseph Peck, 1; Wm. Shough, 1. Total 5.

PRIMARY.

Whole number of pupils, 182.

Tardy pupils: Alice Dickenson, 1; Emma McGregory, 1; Mary Robinson, 1; Aggie Smith, 1; Carrie Smith, 1; Sallie Smith, 3; Charlie Thomas, 1; Isaac Underhill, 1; Irving Underhill, 1; Hiram Washburn, 1. Total, 12.

Total number of students in Model School, 417.

SCHOLARSHIP REPORTS.

HIGH SCHOOL.

The following are the pupils having 85 or more for scholarship average:

O. Baldwin, 89; C. Chase, 85; B. Hall, 85; W. Underhill, 86; J. Day, 85; Annie Edwards, 89; Nellie Edwards, 89; Alice Emmons, 90; Ida Overman, 86; Alpha Stewart, 88.

GRAMMAR.

Section A.	Scholarship.	Gen'l Av.
Seymour Capen	85	96
George Bradner	87	87
Bethuel Church	84	78

Section B.

Edgar Plummer	89	96
Clara Burns	86	95
Sarah Plummer	85	95
John Higby	85	95

Section C.

Lura Bullock	95	93
Jenny Coolidge	93	94
Emma Strain	92	97

Section D.

Espy Smith	89	97
Newton Reed	86	95
Albion Carr	81	91

Section E.

Nannie Smith	92	92
Calvin Hanna	88	94
Delia Shelton	86	95

Highest in School.

Lura Bullock	95	83
Jenny Coolidge	93	94
Emma Strain	92	97
Nannie Smith	92	92

INTERMEDIATE.

A Class.

	Sch. Av.	Gen'l Av.
A. Griffin	91	97
C. Peck	90	97

B Class.

Dora Baird	90	97
Hattie Ball	90	97
Sarah Salter	90	97
Frank Strain	91	95

C Class.

Katie Park	90	97
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PRIMARY.

Lavina Worden	95	Katie Rawlings	91
Lizzie Mast	94	Mary Jane Colton	91
Carrie Pennell	94	Lena Grosvenor	90
Lucinda Barker	93	Cora Stabler	90
Nettie Creswell	93	Alice Sudluth	90
Letitia Hines	92	Annie Sullivan	90
Marilla Ruble	92	Johnnie Britt	95
Emma Carpenter	92	George Smith	95
Mary Criswell	92	Freddie Kent	94
Maggie Hursey	92	Charlie Pearce	94
Mary Baird	91	Bertie Pallady	93
Adella Hanna	91	Louis Phelps	92
Ida Jones	91	Emerson Hines	91
Ellen McGinness	91	Willie Fisher	90
Lizzie Pfefferman	91	Johnnie Peck	90
Alice Phelps	91		

WHAT TO READ, AND HOW TO READ IT.

THE last lecture of the Normal course was delivered upon the above-mentioned subject by Dr. J. M. Gregory, Regent of the Illinois Industrial University. We

select for our readers some of the facts and statements of the learned lecturer.

The Astor Library in New York contained in 1860, 100,000 volumes. If one were able to read one volume a day it would take him 273 years to finish the library. The Imperial Library of Paris contains 1,084,000 volumes. Germany alone produces 10,000 books annually. In 1864, 3,553 books were issued in Great Britain, and 2,128 in America, exclusive of pamphlets. Only 301 of these American books were reprints. Probably 30,000 new books are annually produced in the whole world.

There are in the United States some 3,000 newspapers, of which 250 are dailies. So vast is the world of literature, and so vain the attempt for one individual to endeavor to read the merest fraction of it.

The variety of books is as remarkable as their number. There are the same types of books as of men. Many of the second class books contain only the drippings of other men's minds—"calf-skin without, and calf unskinned within." There are books which teach and books which move; belligerent books, books, oft vainly seeking to explode some venerable truth; books like the Bible, the eternal source of light, or as transitory as the meteor; scolding books, like those of Gail Hamilton, etc.

Amid this multitude of new books the young reader stands perplexed, and needs some help in the selection of reading matter.

What are the essential qualities of a good book? 1. *A good style*, clear and easily understood. Emerson and Carlyle were censured for their unnecessary obscurity of style, and Tupper's Proverbial Philosophy was characterized as a literary "old clothes' shop." Gilfillan, Headley, and the slovenly humorists of the present day, with their fantastic false spelling, were severely commented upon. What is needed in books is vitality, vigor. There are words which are half battles. There are books which are freighted steamships on the ocean of mind.

2. *Truthfulness*, not only in facts, but in their grouping. A book may contain a thousand truths, and yet be false in its general drift. Two authors may make the same events teach entirely different lessons. Witness Alison and Lamartine. The popular humorists, particularly Dickens, were criticised for making simple things grotesque, and for what the lecturer called their "cheap humor."

3. *Wholesome and genial spirit*. Some books are like foul dens or caves peopled by spectres. Others like a spring walk in the meadows. Shelley's poetry leaves the reader's mind like the author's, beclouded and unhappy. The poetry of Cowper, on the other hand, is sweet and pure, and leaves the reader better and healthier for the reading.

The lecturer thought that the daily papers should be but little read, since their crude and hasty conclusions result in a kind of mental dissipation—they fritter away the mind.

To answer the question, *How to read?* it is necessary to inquire, *What do we read for?*

Readers may be divided into three classes:

1. Professional readers, like the clergyman and lawyer. For such no rule is required, as necessity will devise methods suited to individual cases.

2. Those who read for improvement.

3. Those who read for amusement.

There is a class of readers which remind one of a railroad car, skimming swiftly over many subjects, but whom a pebble can throw off the track. They read with no concentration of mind, and carry nothing away but dust.

Next in folly are the conscientious readers, who assign themselves a definite task and plod wearily on—the eye reading—the mind sleeping. As sensible would it be to sit down to read Webster's Unabridged through by course.

Mr. Gregory concluded his instructive lecture by giving two rules for the guidance of the reader:

1. Read the thing that you already know most about. The process may be illustrated by the rolling of snow balls. If one continues to roll a single ball it will constantly increase in bulk until it grows to a great size, and even takes up no small portion of the solid earth. This is reading with a purpose. Too many readers are like those who are constantly rolling little snow balls and then throwing them away.

2. Read as you would paint a picture. Sketch an outline first, and never read at random.

THE NORMAL EXHIBITION.

SATURDAY EVENING, May 2.

The course of public entertainments, under the auspices of the twoliterary societies has been well sustained and proved pecuniarily successful.

It is gratifying proof of the improved cultivation of this community where but a few years ago such a thing as a course of lectures was unknown, that within a radius of two miles (Bloomington and Normal), three courses of Lyceum lectures have been supported to the pecuniary profit of the managers, no less than to the satisfaction of the public. The most eminent orators who grace the American platform have visited us, and we doubt whether Chicago herself can boast of performances of this kind superior to those enjoyed by the inhabitants of this (comparatively speaking) rural community.

The Normal course was concluded by an exhibition which was largely attended. The programme was varied to suit the tastes of all. First, the "Little Folks" appeared before the admiring eyes of their parents and friends, performing their simple songs and unique gymnastic exercises to the gratification of all.

Misses Owen and Allen in appropriate costume presented in a striking manner a selection from Mrs. Hemans, entitled "The Nun's Farewell to the World."

Down from the dim pre-Revolutionary

era, stepped upon the stage the "Old Folks" attired in all the glory of that elder day. There they stood, our great-grand-fathers and mothers, in their costumes, to our eyes so fanciful and *outré*, and sang with the old-time enthusiasm, their antique psalm tunes. Mr. W. H. Smith, as leader, and all the singers looked and acted their parts admirably. By the by, is it probable that the fashionable garments and music of to-day will equally excite the laughter of the Americans of 1968? *Why not?*

The Shaksperian Reading—a selection from Henry VIII.—was attentively followed by the audience. The three scenes represented were the Trial of Queen Katharine, Cardinal Wolsey's disgrace, and the Death of the Queen.

The angels hovering about the chair of the dying Queen, were finely represented in a tableau and pantomime.

Successful dramatic reading, as well as acting requires a thorough familiarity with the text and entire forgetfulness of self in the characters represented. Appreciating the many "excellences" of this reading we thought it susceptible of much improvement.

Poor Pillicoddy—the funniest of farces—ended the entertainment, and excited the risibilities of the most sedate. The *dramatis personæ* were as follows: Mr. Pillicoddy—W. Woodward; Capt. O'Scuttle—B. C. Allensworth; Mrs. Pillicoddy—Miss E. Valentine; Mrs. O'Scuttle—Miss A. E. Edwards; Sarah—Miss M. E. Benton. All the parts were well sustained, and the representative of Mr. Pillicoddy—"John Peter" would have done no discredit to an experienced comedian.

IS THE SCHOOLMASTER ABROAD.

In No. 1, Vol. 1, of THE SCHOOLMASTER we find an article, on "The Flora of Pike's Peak," from the pen of A. H. Thompson. With the greater part of the article we have no fault to find. We do, however, criticise some of the plant naming. For instance the author speaks of finding a honeysuckle, and then gives its botanical name as *Aquilegia Cerulea*. Now it was not a honeysuckle at all or else he has given the wrong botanical name to it. *Aquilegia* are Columbines, and not honeysuckles. Honeysuckles belong to the order *caprifoliaceæ*—(see pages 145 and 298 Wood's Botany, Ed., 1855.) Again he finds *Mertensia paniculata*, and calls it the "Blue-bell." The Blue-bell belongs to the order *Campanulaceæ* while *Mertensia pan.* belongs to the order *Boraginaceæ*. We should have said that *Aquilegia c.r.* may be found in order *Ran-*

unculaceæ—(see pages 429 and 365 *et al.* Wood's 1855 Ed., Botany.) It is true that vulgar (or common) names for plants, animals, etc., do not amount to any certain given sum, yet when these vulgar names are generally recognized as belonging to any certain plant, animal, etc., it is as certain that persons writing for THE SCHOOLMASTER should endeavor to place vulgar names as near correctly as is possible. We make these little points in no hypercritical mood but rather to aid in developing a love for exactness in every thing. W. H. S.

[We cheerfully give place to the foregoing communication, though disinclined to attach as much weight as the author to his criticisms. While it is true that vulgar names for plants, etc., "do not amount to any certain given sum" to the scientific botanist, yet they do convey a definite idea to most minds, and must be employed by the botanist, if he would be understood out of the narrow circle of those versed in botanical nomenclature. Scholars are constantly compelled to make concessions of this kind to the unlearned; as for instance, in all common remarks about the sun, we all, astronomers not excepted, treat the earth as the stationary body and the sun as the traveler. When the correct botanical name is given, as in the article "Flora of the Rocky Mountains," we should not strenuously object to the use *with it*—in THE SCHOOLMASTER or elsewhere—of the generally received name. To this view our friend the Professor of Natural Sciences gives his hearty assent. EDITOR SCHOOLMASTER.]

A GERMAN LOVE STORY.

BY LETTIE MASON.

AWAY out on the Atlantic ocean some years ago might have been seen a noble steamer, majestically sailing over the bright, transparent waters of the wide-spreading sea. All was joy and beauty without, and a scene quite as joyful and gay could be seen on entering. It was then just time for tea; and around the table, spread with all that could please the eye or tempt the taste, were gathered pleasure-seekers from all parts of the world. But off in one corner by herself sat a young girl, friendless and alone. No one seemed to notice her, except as the passengers would glance at her occasionally, and wish that she was not there to mar their pleasure by her presence.

She seemed very much cast down; and gazing up at the stars that here and

there dotted the clear blue sky, and wondering if *he*, too, were looking at them and thinking of her, or if he cared for her at all, and then she would weep. I approached, and spoke to her, and soon ascertained that she was a German, and bound for America, there to meet her "intended."

To learn farther of this young maiden let us go back two years from this time. Not more than two hundred miles from Bremen, Germany, is a Dutch house, which, like all other houses of that country, is very low, being not more than one story high, built of brick and rudely thatched with straw. It is evening, and in the room sits a young girl sewing, and two boys talking over the affairs of the day. Presently another girl enters from milking the cows, which are under the same roof, only separated from the family by a partition.

"But, brother, I love Jacob for his Christian principles. You know he is a true Christian. I never can be happy without him."

"But, Katrina, he is at least fourteen years older than you; and what would father and mother say if they were living." And here a shade passed over his countenance. "But I never will submit to it."

Such was the conversation that passed between Katrina (our young girl) and her broad-shouldered Dutch brother. On the following evening, at a rustic bench under an old gnarled tree in the back yard, Katrina met her Jacob. He had come to bid her farewell before going to America, and to ask her once more to go with him. What passed between them no one knows, save the bright full moon that had just raised its head above the horizon; but of course vows were made, as is often the case, and she promised to follow him in two years.

While I have been rehearsing the events of her early life, Katrina has arrived in the great city of New York, where new troubles await her. She is roughly pushed hither and thither by a motley crowd, and she does not know a single face, nor where to go, and can not understand a word of English. She is also obliged to have her German money changed for American; but luckily for her she meets an honest man, who helps her to get it changed, and sees that she is not defrauded. Her destination, as her goods indicated, and as she makes known, was Bloomington, Illinois. What a journey before her yet! She succeeded well, however, and is soon nearing the end of her journey. How she weeps and wonders, and asks herself, "If I do not find him

after all, or if he prove untrue, what shall I do?" While she is thus meditating the train stops at Bloomington. She rises, gathers up her baggage, and leaves the cars. Where is Jacob? Presently a man approaches and speaks to her, but she can not understand a single word. He finally makes known to her that he has been sent by Jacob for her. After a good deal of pleading, which did no good, he started to leave; but suddenly remembering, he handed her a slip of paper with the one word "Katrina" on it. She immediately understands all, and consents to go with him.

In the mean time Jacob, unable to go and meet her, climbs upon a fence, and is straining his eyes to the uttermost to see if she has come. At last she appears. We will not describe the meeting. It can be better imagined than described. Suffice it to say that immediately upon her arrival the happy Jacob takes his faithful Katrina to his home and heart.

A COMPLETE LIST OF THE GRADUATES OF THE NORMAL UNIVERSITY,

WITH POST-OFFICE ADDRESSES SO FAR AS KNOWN.

1860.

ENOCH A. GASTMAN, Decatur, Ill.
Peter Harper, Parish St. Charles, La.
Silas Hayes, Farmington, Ill.
John Hull, Bloomington, Ill.
Joseph G. Howell, fell at Fort Donelson.
Edwin Philbrook, Shelbyville, Ill.
Mrs. Sarah M. Strickler, Peoria, Ill.

" Elizabeth J. Christian, Springfield, Ill.

" John Hull, Bloomington, Ill.

" Enoch A. Gastman, died Feb., 1863.
1861.

John H. Burnham, Bloomington, Ill.
James H. Dutton.

E. Aaron Gove, New Rutland, Ill.

Moses I. Morgan, Peoria, Ill.

Henry B. Norton, Emporia, Ks.

Peleg R. Walker, Dement, Ogle Co., Ill.

Mrs. C. Judson Gill, died in Bloomington, 1864.

Miss Amanda O. Noyes, died in Jackson-ville, 1865.

1862.

Mrs. Emma M. Bangs, Lacon, Ill.

Miss Sarah E. Beers.

" Elizabeth Carleton, Griggsville, Pike Co., Ill.

" Helen F. M. Grinnell, Peoria, Ill.

" Hester M. Sprague, Chicago, Ill.

Lorenzo D. Bovee.

James F. Ridlon, Lanesfield, Ks.

Logan H. Roots, Washington, D. C. Residence, Arkansas.

1863.

Mrs. Eugene F. Baldwin, Peoria, Ill.

Miss Mary A. Fuller, Decatur, Ill.

Mrs. Sarah A. Robinson, New York City.

" Abbie R. Wilcox.

W. Dennis Hall, Clinton, DeWitt Co., Ill.

E. D. Harris, Normal, Ill.

John H. Thompson, Salina, Ks.

1864.

Miss Harriet E. Dunn, Bloomington, Ill.

" Edith T. Johnson, Normal, Ill.

" Harriet Stewart.

" Isabel Moore, Bloomington, Ill.

Mrs. William Hatfield, Missouri.

Geo. W. Colvin, Pontiac, Ill.

Philo A. Marsh.

L. Beecher Kellogg, Emporia, Ks.

1865.

Miss Lucinda J. Stanard, Charleston, Ill.

" Bandasia Wakefield, DeWitt, Ill.

" Almenia C. Jones, Pekin, Ill.

" Olinda M. Johnson, Aurora, Ill.

Thomas J. Burrill, Urbana, Ill.

John W. Cook, Normal, Ill.

William Florin, Highland, Ill.

Daniel W. Fulwiler, Hillsboro, Ill.

Oscar F. McKim, Decatur, Ill.

Adolph Suppiger, Highland, Ill.

Melancthon Wakefield, DeWitt, Ill.

1866.

Miss Helen M. Plato, Chicago, Ill.

" Sarah M. Raymond, Newark, Ill.

" Alice B. Piper, Macomb, Ill.

" Martha Foster, Normal, Ill.

" Mary Pearce, Lexington, Ill.

" Harriet A. Fyffe, Athens, Ill.

Mrs. Julia E. Frost, Whitehall, Ill.

" Charlie R. Hurd, Cairo, Ill.

Miss Olive A. Rider, Cairo, Ill.

" Harriet M. Case, Ottawa, Ill.

Nelson Case, Earlville, Ill.

Richard Porter, Mahomet, Ill.

Philo A. Clark, Chillicothe, Ill.

Joseph Hunter, St. Louis, Mo.

John Ellis, Jr., Naples, Ill.

1867.

Miss Mary Pennel, Normal, Ill.

" Emily H. Cotton, Cairo, Ill.

" Nellie Forman, Massachusetts.

" Mary W. French, Cairo, Ill.

" Eurana G. Gorton, Rock Island, Ill.

" Mary R. Gorton, " "

Mrs. Cyrus W. Hodgins, Richmond, Ind.

Omas C. Barber, Richview, Ill.

John R. Edwards, Hyde Park, Ill.

Geo. E. Hinman, Granville, Ill.

Cyrus W. Hodgins, Richmond, Ind.

Frank J. Seybold, Evanston, Ill.

James S. Stevenson, Sparta, Randolph Co., Ill.

Ladies.....40

Gentlemen.....40

Total.....80

Deceased — Ladies, 3; Gentlemen, 1.

Total, 4. Number of ladies married, 11.

A majority of the graduates are actively engaged in teaching.

WORDS OF FAITH.

FROM THE GERMAN.

I.

There is a God!
It beams on high 'mid all the starry host,
It sounds aloud in all the world's fierce strife,
Deep in the breast of every man it lies,
And warns him in his pleasure and his pain—
There is a God.

II.

And God controls
The vast machinery of the universe
With power almighty and paternal love.
Though change treads ever on the heels of change,
Yet every thing upon the Mighty One depends
Who governs all.

III.

Yet man is free!
Howe'er existence and desire may change,
Still do we know what still we ought to know,
And every where there beams on us a light,
The inextinguishable ray of Duty.
Yet man is free.

IV.

The soul lives on
Forever, though the body may decay.
Yonder where sail the bright and beauteous clouds,
Beckons the Lord of the eternal stars
There is the place, where, when the body dies,
The soul shall live.

NORMAL UNIVERSITY.

PROGRAMME OF ALUMNI MEETING FOR 1868.

BUSINESS MEETING, Friday, June 26,
at 8 o'clock A. M.

Public Exercises at Normal Hall, at
9½ A. M., consisting of the following:

A Paper on Education, by T. J. Bur-
rill, Urbana, Class of '65.

A Poem, by H. B. Norton, Emporia,
Kansas, Class of '61.

Education in the West, a Paper by L.
B. Kellogg, Emporia, Kansas, Class of '64.

Dinner, at the Normal Hotel, 11 o'clock
A. M.

Normal Examinations, Tuesday and
Wednesday, June 23 and 24.

Model Examinations, Monday and
Tuesday, June 22 and 23.

Model Commencement, Wednesday,
June 24.

Lecture before the Literary Societies,
Wednesday evening, June 24.

Normal Commencement, Thursday,
June 25.

J. W. Cook,

President Alumni Association.

E. D. HARRIS, Secretary.

FOR THE SCHOOLMASTER.

WHAT A FAIRY TOLD ME.

BY NETTIE SPINK.

NESTLED in a grove of oaks and elms,
stood an old stone farm house. This had
been built in the days of the Revolution,
and many times had its wide rooms echo-

ed to the tread of men, great in our coun-
try's history. There always seemed to
be an atmosphere of romance about it,
and many were the dreams of the past,
conjured up by me, until the rooms seem-
ed to be filled with the forms of those
who were now no more.

It was at the close of a sultry day in
June, that I, with my book in hand, fol-
lowing the winding path along the hill-
side, found myself by a beautiful little
lake, whose bright surface was dotted
here and there, with fragrant water-lilies.
I seated myself under a majestic old oak,
which stood just at the foot of the lake.

While I was musing on the beautiful
scenery which surrounded me, my atten-
tion was attracted by a slight noise, and on
looking around, I saw a bright little being
rise slowly from the bottom of a water-
lily. She wore a light flowing robe,
which seemed to be made from the petals
of lilies, and was gracefully gathered
up, and fastened by dew-drops. I sat
gazing at her in silent astonishment,
when she said, "I am the queen of the
fairies, and it lies in my power to tell you
any thing you may wish to know. What
shall it be?" Pointing to a long low
mound near by, which was almost hid-
den from sight by the tall grass and
wild flowers, I replied that I had often
longed to know its history. After a mo-
ment's pause, she told me the following
story:

"The tree under which you are now
sitting, grew from an acorn, which was
planted here by a blue-eyed, fair-haired
boy, who lived with his parents in the
old stone house on the hill. The boy
was an only child. The idol of his par-
ents, and always having been accus-
tomed to have every wish gratified, he
grew up to be wild and reckless. When
only a little boy he had determined to be-
come a sailor, and at the age of sixteen,
in spite of the prayers and pleadings of
his parents, he left home and went to sea.
After wandering in different parts of the
world, for many long years, and desirous
of seeing his old home before he died, he
returned to his native country. One
dreary day in October, a haggard old
man, dressed in the garb of a sailor,
might have been seen, slowly ascending
the hill. On approaching the house, he
was surprised to see bright-faced children
at the window, and instead of the aged
mother he expected to welcome, he was
met at the door by a comely, middle-aged
woman, whom he had never before seen.
She told him that three years after he had
left home, his mother, despairing of ever
hearing from or seeing her son again, had
died of a broken heart. Her last request

was, that she might be buried under the
tree which had been planted by her son.
His father had been found drowned in
the lake, soon after, and laid by the side
of his mother. The sailor was almost
heart-broken upon receiving this sad in-
telligence. Slowly and sadly he left the
house and came here to search for the
graves of his parents; but his search was
in vain, for they had been trodden down,
and were over-grown with bushes, until
not a trace of them was to be seen. Two
days after, the sailor was found dead un-
der this oak, and yonder mound is his
grave."

As the fairy ceased speaking, she sud-
denly disappeared in the water-lily, and
I saw her no more.

NORMAL LECTURE COURSE—
1867-8.

THE series of public entertainments
consisting of nine lectures and an exhibi-
tion given under the auspices of the
Philadelphian and Wrightonian Societies,
proved a pecuniary success as will be
seen by the following financial statement:

RECEIPTS.

Season Tickets.....	\$445 03
Rev. F. W. Beecher—Single Tickets.....	47 00
B. F. Taylor—Single Tickets.....	23 25
Oscanyan the Turk—Single Tickets.....	82 41
Rev. J. L. Fletcher—Single Tickets.....	15 00
Rev. G. H. Hepworth—Single Tickets.....	12 50
President R. Edwards—Single Tickets.....	12 00
Theodore Tilton—Single Tickets.....	34 50
Mrs. Harper—Single Tickets.....	50 00
Dr. J. M. Gregory—Single Tickets.....	21 00
Exhibition—Single Tickets.....	113 25

Total.....\$825 94

EXPENDITURES.

Amount of Lecturer's Fees.....	\$565 00
Advertising.....	75 40
Exhibition and other Incidentals.....	18 34
Janitor's Fee.....	11 00
Lecture Agency.....	10 00
Hotel Bills of Lecturers.....	9 50
Firing.....	9 00

Total.....\$998 24

Balance.....\$127 70
Amount received by each Society..... 63 85

The Lecturers were paid as follows:

Rev. Mr. Beecher, Traveling Expenses....	\$ 20 00
Mr. Taylor.....	50 00
Mr. Oscanyan.....	100 00
Rev. Mr. Fletcher.....	60 00
Rev. Mr. Hepworth.....	110 00
Mr. Tilton.....	125 00
Mrs. Harper.....	50 00
Dr. Gregory, Traveling Expenses.....	20 00
President Edwards.....	00 00

Total.....\$655 00

FOR THE SCHOOLMASTER.

LETTER TO A YOUNG MAN.

NORMAL, ILL., April 3, 1868.

DEAR FRIEND WILL,—Do you remem-
ber where we were three years ago to-
day? Did you ever think that our army
life would appear so much like a dream
as it does? I never did, and if it were
not for the army boys I meet once in a
while, I really think that I should delude
myself into believing, that I never had

served Uncle Sam, and that instead I had had a wonderful dream with perhaps a severe attack of the night-mare.

While I was at home on furlough from Normal last week, I received a special order from Capt. Beckley, for me to report at his head-quarters immediately. Of course I had to go, or stand a court martial, and as you know a court martial is a sure introduction to bread and water, I went. I stayed with him two days and had a splendid time. Will, you would hardly know the Captain. All of that military style of his is gone, and he is one of the most social men at home, you ever saw.

When I left the Captain, I went to Elgin to make uncle John a visit, and while there, I saw your sister Nettie. Among the first questions I asked her, were these: Where is Will now? What is he doing? After hesitating a moment, she said you were in Belvidere, and that you married Miss Stark, a daughter of Prof. Stark, soon after you returned from the army. I immediately recognized the name, as being the one I had heard you use so often in the army. She commenced to tell me what you were doing, but soon her eyes began to fill with tears, and her voice to tremble, and she left the room. It was not until the next day that she told me the rest of your story; since which I have been trying to find time to visit you, but have found it impossible.

It would be an injustice to your gray headed mother, to your loving sister, and to her whose happiness or misery lies entirely in your hands, if I did not entreat you to pause, and look upon your situation. Do not become angry and throw my letter aside, with the expression that you know enough to attend to your own business. I ask you but to give one half hour's thought to the matter, and then, if you will, throw my words into the fire, and blot me from your memory. You are in the prime of life, with a record that you may well be proud of; there is not a heart that beats in a loyal breast, from the Lakes to the Gulf, but honors the man who fought for the freedom he enjoys, and for the flag of his country. Do not then I pray you, attach to this glorious record one that will rob it of all its splendor, and when you are dead and gone, will be passed over to your children as their inheritance. I am aware that you do not intend to become a drunkard, but William, you are but mortal; there is not a drunkard, that lifts the accursed bowl to his lips to-day but once thought as you think; they fell, and you may. But the misery I speak of, is not all in the future. All that love you

are mourning; you are crushing beneath your feet the tender hearts of a mother and sister; their hearts are bleeding by the wounds daily made by a son and a brother. There are but two things that can heal the wounds—*total abstinence* on your part or death on theirs; for the sake of them then swear to abstain forever.

Remember your record; remember the inheritance you are to leave to those who shall come after you; remember how other men have fallen; remember your mother; remember your sister; remember your loving wife; remember your God, and be a man. Yours sincerely,

D. E. NEWCOMB.

[Who of our readers is not acquainted with at least one young man with an honorable war record, who might wisely heed the earnest advice of the foregoing letter? Ed.]

NORMAL UNIVERSITY — LITERARY SOCIETIES.

PHILADELPHIAN SOCIETY.

Organized, 1857.....Incorporated, 1867.

Present Officers:

President—Mr. W. A. McBane.
Vice-President—Mr. W. W. McMasters.
Secretary—Miss C. Higby.
Assistant Secretary—Miss M. Owen.
Treasurer—Miss A. Russell.
Assistant Treasurer—Miss A. Emmons.
Librarian—Mr. S. Kimlin.
Assistant Librarian—Mr. R. Johnston.
Editress—Miss E. S. Dunbar.
Chorister—Miss M. E. Barker.
Present number of members about 150.

WRIGHTONIAN SOCIETY.

Organized, 1858.....Incorporated, 1867.

Present Officers:

President—Mr. H. R. Edwards.
Vice-President—Mr. W. J. Myer.
Secretary—Miss L. Kingsley.
Treasurer—Miss L. C. Allen.
Librarian—Mr. J. R. Rightsell.
Editress—Miss M. J. Smith.
Chorister—Mr. I. F. Kleckner.
Present number of members about 150.

THE LITERARY SOCIETIES.

We have notes upon several meetings of the Societies, but the unusual amount of space already given to University matters compels their exclusion. A recent debate in the Philadelphian Society, upon the question "Are political parties beneficial in a republic?" was conducted with unusual ability and spirit. The disputants were Messrs. W. A. Edwards and W. A. McBane on the affirmative, and L. A. Chase and J. Carter on the negative.

At the meeting of the Wrightonian Society, Saturday evening, May 16th, the straight-forward and sensible inaugural of the President, H. R. Edwards, the excellent reading of Miss M. E. Benton, the fine dramatic recitation of Miss C. Burns, and the vigorous essays of Miss G. Hurwood and Mr. S. Bogardus, afforded us much pleasure.

At the Philadelphian meeting, May 16th, we learn that the essay by Miss R. E. Barker, was highly approved, and that the Lady's Garland contained several articles of much merit. The hearty encomium paid to one of these articles by the critic of the society, of whose judgment in such matters we have a high opinion, has induced us to give a place to the same. It is entitled "Good Books." See first page.

ILLINOIS STATE TEACHERS' INSTITUTE.

A SESSION of this body, to continue THREE WEEKS, will begin about the 10th of August, 1868, in the State Normal University, Normal, Illinois. The exact time to be hereafter designated.

The following members of the Normal Faculty will, as heretofore, be present to give instruction in their respective departments of study: R. Edwards, E. C. Hewett, J. A. Sewall, Thomas Metcalf, A. Stetson, W. L. Pillsbury, J. W. Cook, and Miss Edith T. Johnson.

Additional arrangements will be made in time for the session.

Hon. N. Bateman and Dr. J. M. Gregory, have both positively promised to be present, and to deliver, the former two, and the latter one or more lectures.

There will be no charge for tuition. The instructors give their services gratuitously.

Board in Normal is from \$4 to \$4.50 per week. Excellent accommodations will be furnished at the Normal Hotel at \$5 per week. Rooms for self-boarding and clubbing may be secured to any required extent.

RICHARD EDWARDS.

President State Teachers' Institute.

GOOD JOKE.

AN urchin unconsciously perpetrated a great joke at the expense of his teacher the other day. The lady was announcing to her pupils the holiday on the 22nd of February, and asked them some questions concerning its observance—among others, why the birthday of Washington should be celebrated more than of any one else. "Why," she added, "more than mine? You may tell me," she said to a little fellow eager to explain. "Because," he exclaimed, with great vivacity, "because he never told a lie."

The Schoolmaster.

NORMAL, ILL., JUNE, 1863.

This periodical is published monthly at one dollar per annum, in advance. Original contributions will be gladly received. Communications relating to the editorial management should be addressed to

ALBERT STETSON, EDITOR, NORMAL, ILL.

CHANGE OF BASE.

The publication office of THE SCHOOLMASTER is now permanently located in Normal, Ill. Our friends will bear in mind that henceforth all communications with the publishers of this paper should be directed to

JOHN HULL & CO., Normal, Ill.

CHURCH, GOODMAN AND DONNELLEY, PRINTERS,
105 & 110 Dearborn St., Chicago.

OUR PROSPECT.

WE hereby gratefully acknowledge the receipt, from various quarters of the State, of letters full of encouragement, with promises of assistance both in the way of enlarging our subscription list, and of furnishing contributions to our columns. The courteous greetings, too, of our brethren of the press, have not passed unnoticed. We thank our friends for these evidences of favor to our new enterprise, and trust they will continue to help us in the same way as time and opportunity may allow. No pains will be spared to make our paper really valuable within the sphere which we have marked out for it. We bespeak the cordial good will and generous aid of all graduates, former students, and friends of the Illinois Normal University.

We would fain have THE SCHOOLMASTER abroad in another than the general sense: abroad from Dunleith to Cairo, contributing in his way to the success of the grand educational enterprise for which our youthful State is already becoming so distinguished.

The courteous acceptance by the Normal Literary Societies of the propositions of our publishers, after a favorable report by the committees chosen for the purpose, places us under obligations.

Faithful effort in carrying out the plan proposed will certainly redound to the great pecuniary advantage of the societies, no less than to the welfare and future success of the individual members.

Former subscribers to the *Index* will take notice that the omission of the number for April does not reduce the number of papers for which they have subscribed. The name of each subscriber appears on our books, with the numbers of the paper to which he is entitled. Any errors in our lists will be promptly corrected on application to the editor. Sub-

scribers will please notify us of changes in their post-office address.

THE SCHOOLMASTER for July promises to be a number of unusual interest. It will be issued on Monday, July 13, its publication being delayed in order that it may contain a full account of the exercises of Commencement, which bids fair to surpass in interest all preceding occasions of the kind. The paper will contain an accurate description of the closing examinations in all departments for the current school year, the Normal and Model Commencements, and the meeting of the Alumni Association, the programme of which is elsewhere given. Room will be found for some of the Commencement Orations and Essays, and, if possible, for the Alumni Poem and Addresses. These are to be given by some of the ablest graduates of the Normal University. Students and others desirous of obtaining copies of this number, can have the same mailed to them by leaving their address with the Editor.

Pledging our best endeavors to improve as far as in us lies the standard of THE SCHOOLMASTER, we invite the earnest coöperation of all students and other friends of our enterprise. By contributing to the enlargement of our subscription list you will help to give character and permanence to the paper. There is not a Normal student now or at any past time connected with the institution, who will not receive personal advantage from a well-sustained periodical of this kind.

WANTED—A MUSEUM OF COMPARATIVE ZOOLOGY.

THE value to our nation of institutions of learning of a high grade, is illustrated by the Museum of Comparative Zoölogy at Cambridge, Mass. Established but a few years, and with limited space and resources, already thirty of its graduates have won honorable positions in various scientific undertakings. Fourteen have become professors, five are curators of institutions similar to the Museum, four are editors of scientific journals, and four are conducting geological surveys. The collection at Cambridge, formed under the direction of Prof. Agassiz, has reversed the habit of sending specimens to Europe for identification: Europe now comes to us. The Museum at Cambridge, when perfected, will place science in America fifty years in advance of the old world.

We hope to see the day when here at Normal, in connection with a State University on the broadest scale, shall be established an institution of this kind.

Science is the pioneer and attendant of the highest civilization; and a wise foresight will plant on the soil of the Prairie State such establishments, to grow with our growth, and strengthen with our strength. The Great West must some day produce her own Agassiz.

NATIONAL TEACHERS' ASSOCIATION.

DR. J. M. GREGORY, President of this Association, announces that the next annual meeting of the Association will be held in Nashville, Tennessee, August 19, 20 and 21. The Legislature of Tennessee has tendered the use of the Senate Chamber and Hall of Representatives.

Railroads entering Nashville will carry delegates and members to and from the meeting at half-fare.

The National Normal School Association, and the National Association of School Superintendents will hold their annual meetings in connection with this meeting.

NORMAL GRADUATES OF 1863.

WE publish elsewhere a complete list of Normal Graduates up to the present year. The names of the candidates for graduation at the approaching Commencement, June 26, are as follows:

LADIES—Ruthie E. Barker, Normal, McLean county, State of Illinois; native of Hindostan, India.

A. Eliza Bullock, Normal, McLean county, State of Illinois; native State, Illinois.

Lydia A. Burson, Richmond, Wayne county, State of Indiana; native State, Ohio.

Mima S. Burson, Richmond, Wayne county, State of Indiana; native State, Ohio.

Etie S. Dunbar, Afton, DeKalb county, State of Illinois; native State, New York.

Anna C. Gates, Freeport, Stephenson county, State of Illinois; native of Germany.

S. Grace Hurwood, Council Hill, Jo Daviess county, State of Illinois; native of England.

Lucia Kingsley, Normal, McLean county, State of Illinois; native State, Illinois.

Eliza A. Pratt, Oneida, Knox county, State of Illinois; native State, New York.

Emma T. Robinson, Normal, McLean county, State of Illinois; native State, Illinois.

Mary J. Smith, Normal, McLean county, State of Illinois; native State, Illinois.

Corä Valentine, Richmond, Wayne

county, State of Indiana; native State, Indiana.

Elma Valentine, Richmond, Wayne county, State of Indiana; native State, Indiana.

Clara E. Watts, Sandoval, Marion county, State of Illinois; native State, Vermont.

GENTLEMEN—Stephen Bogardus, Bonus, Boone county, State of Illinois; native State, Illinois.

William A. McBane, Metropolis, Mas-sac county, State of Illinois; native State, Illinois.

Henry McCormick, LeRoy, Boone county, State of Illinois; native of Ireland.

William Russell, Webster, Wayne county, State of Indiana; native State, Indiana.

Jacob R. Rightsell, Mattoon, Coles county, State of Illinois; native State, Illinois.

NORMAL UNIVERSITY.

SUCCESSFUL STUDENT TEACHERS—MODEL SCHOOL—TERM ENDING MARCH 25, 1868.

	Grade.	Class.
Miss R. E. Barker.....	High.	Geometry.
Miss K. Anderson.....	Grammar.	History U. S.
Miss Busch.....	do	Grammar.
Miss Coffeen.....	do	Arithmetic.
Miss Hurwood.....	do	Grammar.
Miss Kennedy.....	do	Arithmetic.
Miss Miller.....	do	Reading.
Miss E. T. Robinson.....	do	Grammar.
Miss L. Robinson.....	do	Grammar.
Miss A. Russell.....	do	Geometry.
Miss Sayre.....	do	Reading.
Miss M. E. Thompson.....	do	History U. S.
Miss Tomlinson.....	do	Arithmetic.
Miss M. McClung.....	Interme- diate.	Spelling and Defining.
Miss M. Robinson.....	do	Reading.
Miss M. J. Smith.....	do	Geography.
Miss P. Wait.....	do	Arithmetic.
Miss K. Bass.....	Primary.	Reading.
Miss M. Bogardus.....	do	Arithmetic.
Miss E. Briggs.....	do	Reading.
Miss E. Bullock.....	do	Arithmetic.
Miss J. Burson.....	do	Reading.
Miss Copenbarger.....	do	Human Body.
Miss Eckert.....	do	Spelling and Printing.
Miss Elliott.....	do	Reading.
Miss Embree.....	do	Map Drawing
Miss Glimpse.....	do	Printing.
Miss Higby.....	do	Printing.
Miss Loumer.....	do	Spelling.
Miss McGraw.....	do	Reading.
Miss M. Middlekauff.....	do	Writing.
Miss J. Murdock.....	do	Reading.
Miss Spink.....	do	Drawing.
Miss H. Stanard.....	do	Spelling and Printing.
Miss A. Thomas.....	do	Arithmetic.
Miss C. Valentine.....	do	Reading.
Miss Weeks.....	do	Geography.
Mr. Newcomb.....	High.	Algebra.
Mr. Carter.....	Grammar.	Geography.
Mr. Manning.....	do	Reading.
Mr. Rightsell.....	do	Arithmetic.
Mr. M. Baker.....	Interme- diate.	Reading.
Mr. Bogardus.....	do	Arithmetic.
Mr. Bowles.....	do	Geography.
Mr. Gibbs.....	do	Geography.
Mr. McBane.....	do	Writing.
Mr. Mason.....	do	Spelling and Defining.
Mr. Gill.....	Primary.	Arithmetic.
Mr. McBane.....	do	Geography.
Mr. Reeder.....	do	Arithmetic.
Mr. H. A. Smith.....	do	Geography.
Ladies.....		87
Gentlemen.....		14
Total.....		51

REGISTER OF NORMAL TEACHERS.

[Graduates and all former students are requested to furnish facts for this column.]

GORHAM, Mrs. Janette H.—Left the Normal one year to join the Faculty of the Kansas Normal School; salary twice raised; present salary, \$1,000. The Principal, in his last annual report, says of Mrs. G.: "Her teaching has been eminently thorough and painstaking."

HUNTER, Joseph—Graduating Class of '66; teaching with success in Washington University, St. Louis.

KELLOGG, L. Beecher—Graduating Class of '64; Principal Kansas Normal School last four years; school highly prosperous; editor *Kansas Educational Journal*; delivered a lecture at last State Teachers' Association, Kansas, upon "Degeneracy and Regeneracy of Politics."

McKIM, Oscar F.—Graduating Class of '65. "The classes of Mr. O. F. McKim, Principal of the High School, Decatur, received high commendation for familiarity and accuracy in the branches taught by him."—*Illinois Teacher*.

NORTON, Henry B.—Graduating Class of '61; associated with L. B. Kellogg as Assistant Principal of Kansas Normal School.

PLATO, Miss Helen M.—Graduating Class of '66; appointed Assistant in Newberry School, Chicago, in February, 1868.

ROBINSON, Gifford S.—Left the Normal one year ago; teaching successfully in Washington University, St. Louis.

ROOTS, Logan H.—Graduating Class of '62; recently elected Member of Congress from reconstructed Arkansas.

THOMPSON, J. H.—Graduating Class of '63; teaching at Salina, Kansas.

YEAGER, Mrs. Ella W.—Attended the Normal in 1862. "She has resigned her situation as Principal of the Fourth Ward School (Decatur) to go into more select society. Pupils and parents alike regret to lose her services."—*Illinois Teacher*.

BOOKS, MAGAZINES, ETC.

PRENDERGAST'S MASTERY SERIES.—We have examined briefly this new method of acquiring foreign languages with peculiar interest, because if one-half that is claimed for it be true, it ought largely to supersede the ordinary methods. It is well known that "the most successful of all linguists are children who have already learned to speak their mother-tongue. When taken abroad

and left among foreigners, they acquire two new languages at once, without any assistance, and speak them idiomatically, although with a very limited vocabulary."

The true method underlying this process the author claims to have discovered. The student is simply required to memorize sentences given to him, exemplifying all the constructions of the language, but using no grammar whatever. He is drilled until he repeats these sentences as fluently as English.

The author claims for the process a vast saving of time, and his claim is confirmed by E. M. Gallaudet, the head of Deaf-Mute College, at Washington, who himself recently applied the system in acquiring the German. He declares that after a study of less than two weeks, he was able to sustain conversation in the newly-acquired language on a great variety of subjects.

Mr. Prendergast has applied his system to the German and French, but deems it applicable to all languages, ancient as well as modern. The Mastery System is certainly entitled to the careful examination of all instructors in language. It is published by Appleton, New York.

HARPER'S MONTHLY, FOR JUNE.—A very attractive number. After the Editor's "Easy Chair," we are most interested in the illustrated articles, "Lookout Mountain, and How we Won it," "Among the Andes," and "English Photographs." The last are supplied by a keen observer and graphic writer.

THE ECLECTIC presents the following table of contents, with an engraving of Napoleon in prison, at Nice:

1. The Queen's Book—London Quarterly Review.
2. Volcanoes and Earthquakes—Fraser's Magazine.
3. A Roman Actor—Quintus Roscius—Dublin University.
4. The Wife's Revenge—Bentley's Miscellany.
5. The Eastern Question—Concluded—London Quarterly Review.
6. What is Turkey?
7. The psychics—Commander Maclay, U.S.N.
8. The Enchantress—Colburn's New Monthly.
9. The Blockade; an Episode of the End of the Empire—continued—Translated from the French for the Eclectic.
10. Modern Mothers—Saturday Review.
11. Simon's History of the Gypsies—Bentley's Miscellany.
12. A Great Chapter in History—Blackwood's Magazine.
13. Jack Osborne's Wooing—Bentley's Miscellany.
14. The Island of Mitylene—The Editor.
15. The Poetry and Utility of Tears—Chamber's Journal.
16. Voltaire Dying—London Popular Journal.
17. Napoleon in the Prison of Nice—The Editor.
18. Poetry.
19. Notes on Books.
20. Science.
21. Varieties.

HARPER'S BAZAR is a beautifully illustrated weekly, scarcely less interesting to

the casual reader than to fashionables and milliners.

THE NURSERY, for youngest readers, is one of the best sustained of the rapidly multiplying publications for children.

THE ILLINOIS TEACHER FOR MAY came to hand at an early hour, and is a superior number. Dr. Allen's article on the Co-education of the Sexes should rout out the last vestige of antiquated prejudice on this subject.

Other exchanges will receive mention in our next.

NORMAL MARKING SYSTEM.

A correspondent calls for an explanation of the marking system at the Normal University.

I.—NORMAL DEPARTMENT.

Every school exercise is marked on a scale of 10. For work of a fair degree of merit 8 is given; for superior work 9; and for work of unusual excellence, 10.

The marks given are averaged at the end of each month. At the close of each term the general average is determined, the final examination—usually in writing—being reckoned as a month's work. A student receiving less than $6\frac{1}{2}$ as his general average, in any study, is regarded as having made a failure, and required to take the same study a second time, or until he makes the required standing.

II.—MODEL SCHOOL.

Here the standard is 100 instead of 10, and the examinations are usually oral, except in the High School Department.

THE NEW NORMAL CLASS.

THE number of pupils belonging to the class admitted to the Normal University, during the Spring Term, commencing April 6th, 1868 is.....48

Ladies.....21

Gentlemen.....27

Average age of the Ladies. 21 1-7 years.

Average age of the Gentlemen..... 25 1-6 years.

The class was composed of 14 ladies and 4 gentlemen. Of the first half of the class in rank, (9) gentlemen hold the first and sixth places, and ladies the rest.

A careful analysis has been made of the records of all the Normal classes, rejecting the names of such students as for any reason took less than two studies exclusive of Spelling.

Bringing together the names of all students who stand in rank from 1 to 20, (24 in number,) we find them divided thus between different sections:

Sections.

A—Nos. 1, 2, 3, 8, 10, 13, 19, 19 and 20	9
B—Nos. 5 and 7.....	2
C—Nos. 12, 15 and 18.....	3
E—Nos. 4 and 6.....	2
F—Nos. 7, 11, 14, 15, 16 and 17...	6
I—Nos. 9 and 10.....	2
Total.....	24

NEW BOOKS.

THE following statement which we cut from an exchange may be taken in connection with the statistics contained in the report of Dr. Gregory's lecture, "How to Read," etc., published elsewhere. In the whole number of publications given below no account is made of public documents except a few of special importance.

"The whole number of publications in the United States during 1867 is 2,175. These may be classified as follows, in the order of their number:

"Fiction, viz.: Children's Stories, or 'Juveniles,' 385; Novels 284; 'Dime Novels,' 72; Religious and Theological, 257; Arts, Trades, Commerce, 142; Law, 121; Poetry, 120; History, 107; Biography and Genealogy, 103; Essays, Criticism, Miscellaneous Literature, 80; Educational and School Books, 75; Travels and Geography, 74; Medicine and Surgery, 70; Government and Politics, 38; Sociology, including Woman's Rights, Co-operation, etc., 32; Fine Arts, including Music Books, 32; Mental and Moral Philosophy, 25; Learned Literature, Philosophy, etc., 25; Science, Natural Philosophy, etc., 21; Amusements, 17; Periodicals, viz.: important new ones begun, 11; Books not classified under above, 34."

From the same exchange—a religious weekly—we take the following:

"Some good folks are troubled at the amount of light reading now-a-days furnished in books, magazines, and 'story papers.' It is however practically the fact that those who read such flimsy matter would read no other; and a habit of reading is in itself a good thing. Let minds be active, and if the churches and schools do their duty, minds will improve. It is decidedly better to read even the voluble platitudes and weak sensationalisms of Beadle's novels, and of the illustrious Cobb, than to read nothing at all."

There is some truth in this, but the last statement may well be accepted *cum grano salis*.

NORMAL STATISTICS.

For various reasons it has been deemed best not to publish the rank list of the Normal Classes in the form in which they have heretofore appeared. In the case of Section A, candidates for graduation at the end of the present month, one reason of itself is sufficient for this change, viz.: that the marks in Geology

were not entered in the records, owing to the prolonged absence of Prof. Powell. Upon the records, however, as they stand, we base the following statistics:

Of the 18 members of the class 16 received an average of 8 or more, and 13 exhibit a decided improvement upon their standing for the term preceding.

ANECDOTES OF HENRY WARD BEECHER.

MRS. STOWE's new book, "Men of the Times," relates some anecdotes connected with the early life of her brother Henry. We extract the following:

When Henry was eleven years old he was placed in his sister's school in Hartford. All the other pupils were girls. Here is a school scene:

The school-room was divided into two divisions in grammar, under leaders on either side, and the grammatical reviews were contests for superiority, in which it was vitally important that every member should be perfect. Henry was generally the latest choice, and fell on his side as an unlucky accession—being held more amusing than profitable on such occasions.

The fair leader of one of these divisions took the boy aside to a private apartment to put into him with female tact and insinuation those definitions and distinctions on which the honor of the class depended.

"Now Henry, A is the indefinite article, you see—and must be used only with the singular number. You say a man—but you can't say a men, can you?" "Yes, I can say Amen," was the ready rejoinder, "Father says it always at the end of his prayers."

"Come Henry, don't be joking; decline He." "Nominative he, possessive his, objective him." "You see his is possessive. Now you can say his book—but you can't say him book." "Yes I do say hymn book, too," said the impracticable scholar, with a quizzical twinkle. Each one of these sallies made his young teacher laugh, which was the victory he wanted.

"But now, Henry, seriously, just attend to the active and passive voice. Now 'I strike,' is active, you see, because you do something. But 'I am struck' is passive, because if you are struck you don't do any thing, do you?"

"Yes I do—I strike back again!"

Sometimes his views of philosophical subjects were offered gratuitously. Being held rather of a frisky nature, his sister appointed his seat at her elbow, when she heard her classes. A class in natural philosophy, not very well prepared, was stumbling through the theories of the tides. "I can explain that," said Henry.

"Well, you see, the sun catches hold of the moon and pulls her, and she catches hold of the sea and pulls that, and this makes the spring tides."

"But what makes the ebb tides?"

"Oh, that's when the sun stops to spit on his hands," was the brisk rejoinder.

After about six months Henry was returned on his parents' hands with the reputation of being an inveterate joker

and an indifferent scholar. It was the opinion of his class that there was much talent lying about loosely in him if he could only be brought to apply himself.

A PRACTICAL JOKE

While Mr. Beecher was in Amherst College, he led the life of a merry Christian, being something like "a converted bob-o-link."

Mr. Beecher on one occasion was informed that the head tutor of the class was about to make him a grave, exhortatory visit. The tutor was almost seven feet high, and solemn as an Alpine forest; but Mr. Beecher knew that like most solemn Yankees, he was at heart a deplorable wag, a mere whitened sepulchre of conscientious gravity, with measureless depths of unrenewed chuckle hid away in the depths of his heart. When apprised of his approach, he suddenly whisked into the wood closet the chairs of his room, leaving only a low one which had been sawed off at the second joint, so that it stood about a foot from the floor. Then he crawled through the hole in his table, and seated meekly among his books, awaited the visitor.

A grave rap was heard.

"Come in."

Far up in the air, the solemn, dark face appears. Mr. Beecher rose ingenuously, and offered to come out.

"No, never mind," says the visitor, "I just came to have a little conversation with you. Don't move."

"Oh," says Beecher, innocently, "pray sit down, sir," indicating the only chair.

The tutor looked apprehensively, but began the process of sitting down. He went down, down, down, but still no solid ground being gained, straightened himself and looked uneasy.

"I don't know but what that chair is too low for you," said Beecher, meekly. "Do let me get you another."

"Oh, no, no, my young friend, don't rise, don't trouble yourself, it is perfectly agreeable to me; in fact I like a low seat."

And with these words, the tall man doubled up like a jack-knife, and was seen sitting with his grave face between his knees; like a grasshopper drawn up for a spring. He heaved a deep sigh, and his eyes met the eyes of Mr. Beecher, the hidden spark of native depravity within him was exploded by one glance at those merry eyes, and he burst into a loud roar of merriment, which the two continued for some time, greatly to the amusement of the boys, who were watching to hear how Beecher would come out with his lecture. The chair was known afterward by the surname of "Tutor's Delight."

BE YOUR OWN RIGHT-HAND MAN.

WE sometimes hear young men lament that their poverty is such as to stand in the way of their education and advancement. But in a country like ours, where an open field spreads before every ardent youth, which he may feel sure of entering successfully if heart and flesh do not fail, we do not think that any youth deserves sympathy or commiseration merely be-

cause of poverty and the necessity of working. It is a part of the needful discipline of life, this strife with indigence. The son of wealth who never knows the necessity of labor for his support is far more to be pitied than he whose heritage is toil, and is far less likely to make a man of himself. It is by resistance to the wind that the kite rises; and he who bravely struggles against the gales of adverse fortune is thereby stiffening his sinews, strengthening his muscles, giving power to his will, and fitting himself to be a power in the world. We admire the spirit of the following extract:

"People who have been bolstered up and levered all their lives are seldom good for anything in a crisis. When misfortune comes they look around for something to cling to or lean upon. If the prop is not there, down they go. Once down they are as helpless as capsized turtles, or unhorsed men in armor, and can not find their feet again without assistance. Such silken fellows no more resemble self-made men, who have fought their way to position, making difficulties their stepping-stones, and deriving determination from defeat, than vines resemble oaks, or spluttering rush-lights the stars of heaven. Efforts persisted in to achievements train a man to self-reliance, and when he has proved to the world that he can trust himself, the world will trust him. We say, therefore, that it is unwise to deprive young men of the advantages which result from energetic action, by boosting them over obstacles which they ought to surmount alone."

OLE BULL AND J. BAUER & Co.'s PAGANINI'S STRINGS.—During the last appearance of the great violinist in Chicago, a friend presented him with a box of those genuine Paganini strings, of which J. Bauer & Co. are the exclusive importers in the United States. Ole Bull at once tried the strings, and was perfectly enchanted by the wondrously clear and soft quality of their sound. "You have given" (so he addressed the donor) "what is more valuable to me than gold or diamonds." Then, like the philosopher, who, after the discovery of a long-sought-for truth, went into the streets exclaiming "Eureka" (I have found it), Ole Bull at once hurried to J. Bauer & Co.'s store to procure a sufficient supply of those strings so precious to him.

As the great artist has always been provided with the best Italian strings he could command, the preference given by him to J. Bauer & Co.'s still better Paganini strings is the highest possible acknowledgment of their superior excellence.—[From the *Chicago Tribune*.]

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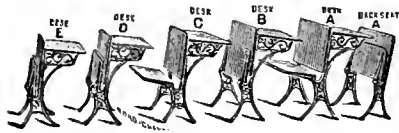
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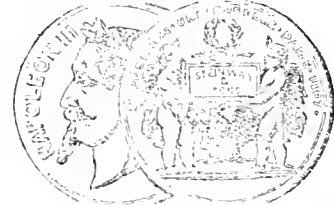
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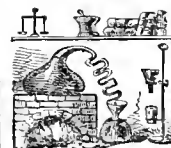
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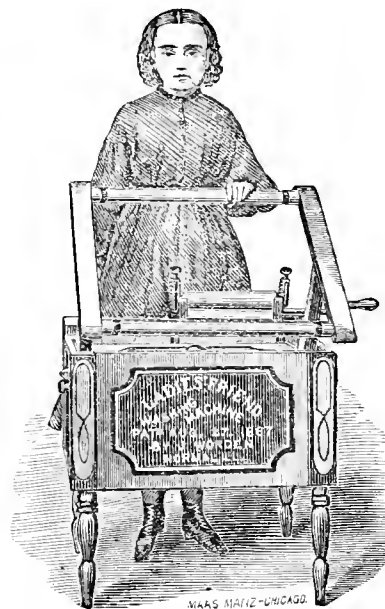
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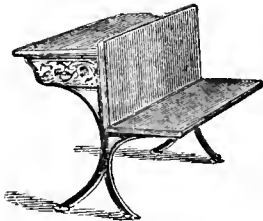
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A Journal of Education, Literature, and News.

VOL. I.

NORMAL, ILL., JULY, 1868.

No. 3.

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BY L. B. KELLOGG, PRINCIPAL OF STATE
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THE city of Cambridge, Mass., is some two and a half miles west of Boston. When it was decided by the trustees that Harvard University should be founded at that place, there were not wanting many citizens of Massachusetts who confidently predicted that the institution would prove a failure, since its location was so far "out west." In a late number of the *Kansas Educational Journal*, the editors use the following words, in speaking of the recent improvement of the California school law: "Such changes in legislation as we in the slower eastern states had only regarded as far-off millennial possibilities, have become fixed and golden facts." The *Ohio School Journal* proclaims itself to be a Western magazine, devoted to the educational interests of Ohio. If then Cambridge was thought to be too far west for the location of a college, and Kansas is one of the "slower eastern states," and Ohio is a western one, ought we not to preface our statements with an answer to the question, what is the West?

For the purposes of this paper, the boundary between Illinois and Indiana, extended north and south, shall constitute the line of demarcation between the East and West. Michigan is thus made

an eastern state: Wisconsin is fairly in the West.

Education in the West is very like education elsewhere. It is the development of mind and soul; the uplifting of men from the sloughs of degradation and crime. It is the means by which culture and refinement are substituted for coarseness and depravity, by which an enlightened patriotism is made to take the place of blind adherence to party schemes. Arithmetic and grammar are to the boys and girls of the West what they are to the sons and daughters of the East. Chemistry knows no longitude. Astronomy is the same study in Nevada as in Connecticut. The free school system is as firmly established in Oregon as in Maine. An educational journal is published in nearly every western state; and these periodicals are no whit poorer, and scarcely a whit better than those published in the East. State and county teachers' institutes are held with persistent regularity, and a fair degree of profit in every western state, just as they are in every eastern commonwealth.

But while there is much in common between the two sections, while the same general principles respecting schools and school systems prevail, there are certain educational ideas which find their fullest and most authoritative expression in the West. It is our wish to note a few of these prominent features, which give character to education in the western states. And while some one state, as Minnesota, California, or Kansas, would serve our purpose, since each partakes of the characteristics of all to a greater or less extent, we have decided to ask Wisconsin and Illinois for testimony concerning the importance of a professional education of teachers; to ask of Kansas its interpretation of the ideas contained in the words Freedom and Equality when applied to school matters; Nevada shall tell us what relationship, if any, sectarianism has to the public schools; Missouri shall say how imperatively the West demands universal education; California shall interpret radicalism, shall tell of innovation and reform, of the strong arm of Educational law.

1. *A professional education for teachers.*—Six hundred thousand dollars in cash, and four hundred thousand acres of good land, all amounting in value to one and a half million dollars, set apart exclusively for the support of normal schools, is the testimony which Wisconsin bears to the importance of a professional education for teachers. To the eloquence of money, let us add that of the Hon. John J. McMyrm, the strong man of Wisconsin in educational matters: "To furnish school houses, and to pay persons as teachers who are unfitted for the business, is a prodigality toward which no sane man can remain indifferent. We can not have good teachers unless we educate them. If we are to have state schools for the education of our children, we must also provide state schools for the education of their teachers. I would use one-half of the income of our common school fund to educate teachers, if it were necessary, feeling sure that the other half paid to qualified teachers would produce better results than the whole would if paid to those unfitted for the business of teaching. There is, in my opinion, no expense that can be incurred for the support of good normal schools, that is not justified by the requirements of the public good in these Western states."

Wisconsin as a state is twenty years old. This is her record: five normal schools already located, each having buildings and grounds valued at \$50,000, a million and a half as a perpetual fund, and a favorable public sentiment, all on a single feature of her educational system.

But what says Illinois? Is it worth while for the state to undertake the education of its teachers? Eleven years ago the commonwealth responded *yes*, and commenced making bricks upon the open prairie two miles north of Bloomington, and teaching "South America" and "Phonics" to a school of forty pupils in a dingy room over a grocery in the city. The "yes" which Illinois there pronounced culminated in this central institution of which the whole West is justly proud, and to which you and I, brothers and sisters of the Alumni

* Read at the meeting of the Alumni of the Illinois Normal University, June 26, 1868.

Association, turn with pleasant memories of the past, and bright anticipations for the future. Seen from Kansas, the great University echoing to the tread of hundreds of students, stretching out its lines of influence to the remotest corners of the state, receiving the most honored representatives of the nation's learning, adding, of its own members, to the National Congress, to the daily press, city and county superintendency, and, more than all else, adding its host to the great army of common-school teachers, possesses a grandeur that well nigh forbids the use of words to express its degree.

Two hundred and fifty thousand dollars is the money value of the building and grounds belonging to the Normal University of Illinois, and \$17,000 is the annual expense of its maintenance. But who shall estimate its real value to the state? And who shall declare what the returns are for each year's expenditure?

Wisconsin and Illinois are but representatives of the West at large in their advocacy of Normal schools as efficient agencies in the educational enterprise. Minnesota, Iowa, Missouri, Kansas, Nebraska, California—each points to its normal school in successful operation, and all join in the statement that one prominent feature of education in the West is its lively faith in normal schools.

The opinion of our honored President, Richard Edwards, respecting the usefulness of teachers' colleges shall close the testimony of Illinois: "The normal school is pre-eminently a domestic institution. The good it does is diffused throughout the common schools taught by its graduates and pupils to the remotest nooks of the State. From it every man, high or low, rich or poor, may reasonably expect some direct personal benefit. Give it a fair opportunity, and it will improve the instruction imparted to every child in the commonwealth. I believe, that in this particular, the normal school excels every other institution of learning. All learning has in it a strong element of popular usefulness; but the culture imparted here goes direct to the common people, without loss, leakage, or waste. Of every student here it is required that he become a teacher. He is, as it were, under bonds to impart at once what he has learned. I therefore 'know of no more legitimate expenditure that a state can make in the interest of the masses of the people.'"

2. *Kansas*.—It was an ugly contest, long continued and vindictively urged, through which Kansas passed, before it was fairly decided that men should forever

be free and equal throughout her borders. Ague, scanty fare, anxiety, and hardships without number; ghastly wounds; graves of little children; lives of brave men and women—these were the price paid for Freedom. Ought it not to be guarded well? The spelling book and Bible were the chosen symbols of the new civilization now begun on the fertile plains of the Central State; and both were to be free and common as the air.

But the men were not alone in the rude cabins, not alone with the famine and the Border Ruffian fights. Women, brave and intelligent women, were with them, holding up the hands of husbands and sons, nerving the hearts of Free State men, and shaming the minions of slavery, stanching the blood of loyal freemen, and spilling the blood of disloyal slaveholders. And the men are not alone in the fruit time and harvest. Having shared the famine, the women now share the plenty. All having fought to establish freedom, all now enjoy it. In the Constitution of no other state are the rights of females so liberally interpreted and so clearly provided for as in Kansas. Among other provisions touching this subject, the instrument declares that, "The Legislature in providing for the formation and regulation of schools shall make no distinction between the rights of males and females."

In accordance with the spirit of this declaration, the Legislature, at its first session, in 1861, passed a law making all white female persons over the age of 21 years, subject only to the exceptions which apply to males, legal voters at all school district meetings. The women have voted ever since. There having been some question, however, whether they were entitled to vote at elections held for the purpose of voting bonds for the erection of school houses and for other special purposes, the Legislature of 1868 pronounced, by law, emphatically that females are entitled to vote at all such elections. Not only do women vote at school meetings, but they are voted for as school directors; and so Kansas witnesses each year the voting of wives for or against their husbands, and the voting of husbands for or against their wives. Certain men in nearly every district deplore the alacrity with which the women vote taxes for building new school houses, for buying outline maps and other apparatus, and for painting, fencing, and planting shade trees in the school yards, etc. The teachers and the children bless the women for these things, and the world is the better for their extravagance.

The co-education of the sexes in every grade of school and in all departments of study is an integral part of the Kansas educational scheme. The State University opens its doors and grants its honors on equal terms to males and females. The State Agricultural College does the same thing. So does the Normal School, and so does every college, seminary and academy in the state, with two exceptions, an Episcopal female seminary at Topeka, and a Catholic school for girls at Leavenworth.

Respecting the education of negro children, the school law, passed at the first session of the Legislature, provides that "equal educational advantages" shall be extended to all children in the state. A clause in the law leaves it to the discretion of the Boards of Directors whether the colored children shall be educated in separate schools, maintained for them alone, or with the white children. But since, in certain localities, there was found a disposition to exclude negroes from the public schools, the Legislature of 1867 took cognizance of the matter by the enactment of a law, conditioning that when *any* children are denied admittance to the schools by any Board of Directors, the members of the Board shall each pay a fine of \$100 for every school month so offending. In case of refusal or neglect to pay the fine, the members of the Board shall be imprisoned in the county jail. At the session of 1868 long speeches were made upon a proposition to repeal this law, but it still holds good.

3. *Missouri*.—No state in the Union has felt the trammels of ignorance more than Missouri. Possessing a vast domain of extraordinary fertility, rejoicing in untold mineral wealth, blessed with a delightful climate, and traversed by magnificent water courses, she has nevertheless been compelled to witness the tide of western immigration stopping short of her state lines. Illinois on the east, and Iowa on the north, have been built up while she has been standing still. Let a few figures tell the story. From 1850 to 1860 Iowa increased in population 251 per cent.; Missouri, 73 per cent. In 1867 Illinois had 3250 miles of railway; Missouri had 938. And more than half of her miles of railway were constructed in order to convey the advancing civilization *through* the sahara of Missouri to Kansas and the country beyond.

What was the reason of all this? Why was Missouri shunned? The answer is easily given: Slavery and Ignorance, twin sisters of darkness. By a

giant effort Missouri has shaken off the curse of slavery, and is now fighting bravely for emancipation from the other thralldom. Missouri now proclaims universal education with heavy emphasis. The new Constitution provides for a system of schools that omits no man's farm from taxation and no man's children from the privileges of a well ordered common school. It says to the two branches of the Legislature that they have power by law to compel the children of the state to attend the public schools. The evident implication is that if the parents do not send their children without such law, it ought to be enacted. The Constitution further provides that every person shall, in addition to other qualifications, be able to read and write in order to become a qualified voter. And so, in Missouri, intelligence is to go to the polls, while stupidity stays at home.

Do you ask, what is the result? The school interests of the state have emerged from the morning twilight and are fast reaching the noonday splendor. School houses are building with marvelous rapidity; sixty tow-headed children are substituted for thirty in every backwoods district school; normal schools are being established; one hundred newspapers are read now where thirty were before; Dirt-eaters go out of the state, Pennsylvanians come in; villages spring up at every cross-roads, cities thrive, mines are opened. All in all, Missouri is entering upon such a career of monetary and educational prosperity as will cause even Illinois to look well to her laurels that they be not transferred to the fair brow of her redeemed sister.

4. *California.*—No less astonishing than the gold fields, the giant trees, and the Yo Semite Valley is the school progress of California during the last four years. Her school system is bold and progressive; radical and aggressive perhaps would characterize it better. In California the ax has been laid at the root of evils which in the older eastern states are gnawing at the heart of their public schools.

Diversity of text books and the whims of parents and children for or against particular studies, are fruitful causes of annoyance, and sometimes serious impediments to school progress. California carries a steady hand in requiring a state uniformity in the use of text books. Not only so, but the school law prescribes a special course of study which all the schools in the state must adopt. There is no discretionary power. Every schoolmaster must teach the studies of the reg-

ular course, and every boy and girl must be educated in it. Every school is a graded school. The course of study is broad and liberal and much to be commended. Confusion and one-sidedness in education are ruled out; order and symmetry are invited in.

The law requires a Teachers' Institute to be held annually in every county containing ten school districts. It further commands the attendance of all the teachers; and the school authorities must pay them for attending. The State Teachers' Institute is invited to dip its hand into the public treasury to the amount of \$500 for each annual session. It will thus be seen that California has so adjusted matters as to fill her basket with the ripened clusters of whatever benefits may be expected from a system of state and county Institutes.

The school law is clear and decided upon questions of duty. School officers must do the work assigned to them or pay fines. School teachers must perform the duties belonging to their profession or stagger under pains and penalties. But with little children the law is tender. No pupil under eight years of age shall be detained in school more than four hours a day. For all primary schools the directions are: "Short lessons and quick work; no exercise to exceed ten minutes at one time. Long recesses and plenty of amusement. When in school the pupils must be kept busy; and when there is nothing to be done, they ought to be out at play."

A school library of miscellaneous books for the use of pupils has been established in every district in the state. Ten per cent. of the common school fund is set apart annually for the purpose of adding new books to the libraries already begun. Worth and efficiency are most certainly stamped upon the school library system of the state.

There is eloquence in the bare recital of the special features of the school system of California. Here are two more, in addition to those already given.

A judicious system of rules and regulations to aid teachers in enforcing discipline and order, which applies to every school in the state, has been established.

Pens, pencils, ink, stationery, and other school incidentals are supplied to all the pupils at the expense of the district.

Let California be now excused, after telling us that the average length of her schools is seven and four-tenths months in the year. This average is exceeded by only two states in the Union; and one of them is Nevada.

I have thus hastily sketched some of the prominent educational features of the West, enough to show that these have sprung Minerva-like from the systems of the East, having had no weak infancy, nor puerile youth, but born into a noble manhood, they have commenced their career of usefulness with all the advantage enjoyed in the old states and few of their defects. Their future may be left to the imagination.

POEM AND PREFATORY LETTER

Read at a meeting of the Normal Alumni, June 26, 1868.

TO THE NORMAL ALUMNI—*My Dear Friends:* When I received the invitation of your Executive Committee to prepare a poem for our annual re-union, I thought it best to write a few saucy verses to be read after dinner, not knowing your exact programme. Now a printed copy has been received, and you can fancy my dismay as I behold my ragged, scapegrace child sandwiched in between two such specimens of thoughtful respectability—you may judge how inaptly.

It is now too late to change, and I send it along for your committee to work their will upon. Whether it shall be suppressed, read in public with this protest, or reserved to add its weight to the burden of after-dinner somnolence, they must determine.

I remain, affectionately your brother,

H. B. NORTON.

EMPORIA, June 10, 1868.

A MACHINE POEM—ON MISCELLANEOUS SUBJECTS.

Dear brothers, sisters, one and all, of all the Normal classes,
Come, gather round, and Pegasus shall soar above Parnassus!

All on a wild March morning, just at the dawn of Spring,
In most surpassing tenor, I heard a Cook-oo sing;
'Twas thus sang John O'Cook-oo: "Return, O vagrant brother;
You've wandered westward far enough—come back and see your mother.
Or, if you are too busy, your classic phiz to show,
Then forge poetic thunders, for Olympian Gote to throw."

O dearly-loved Old Lady, I know you're looking gay,
That your clover fields are blooming and your trees are green to-day;
I know your crackling steam pipes, and gurgling pumps are quiet;
That you're feeding your Alumni on most ambrosial diet;
That, clad in Sunday glories, as they answer to your kiss,
Their mouths are full of turkey, and their hearts are full of bliss.

Let proud Girard and Oxford of their walls of marble tell;
A Perfect Brick, Old Dame, are you, and that is just as well.
And if the classic wisdom of your children were but greater,
I'd talk as college people do, and call you Alma Mater.
Or, even soar to higher flights, and swim in deeper water,
And be a "Continental," and make it Ah!-ma Mah-ter.

But the boys and girls are verdant—their wisdom goes no higher
Than the Titicaca valley, or the crest of Himalaya.
They wouldn't understand me, and we really need no other.
Than good old Anglo-Saxon words, to talk about our Mother.
And so I undertake a task which Virgil's self might flatten—
To write Commencement poetry without a scrap of Latin!

Dear boys and girls, I love you all, from those who first appeared,
Hended by Enoch, also known as Giant Bloody-Beard.
And John, who from the market-house dispenses royal cheer,
And Silas, famous as a brave and skillful charioteer,
To those who, clad in snowy crape or sable cassimere,
The Jumping-off-Place sealed to-day, and sit among you here.

Here's Aaron, holding up to view, the mightiest of noses,
And our Dement-ed Peleg, and the fierce bald eagle, Moses.
And Logan Holt, whose grand success not soon shall be repeated—
Escaped from rebel gunpowder, and safe in Congress seated.
And one benign young lady, too, who shall be nameless here,
Whose heart is in the Highland, a-hunting Little Dear!

Here's John the Second, whose wicked deeds 'tis sad to be revealing;
Who from Hyde Park to Cairo goes, intent on Cotton stealing,
While Hugh, more quiet, stays at home, and grinds his lessons here,
And dreams about the Valentine he shall receive next year.
And so adown the shining stairs, too long to tell the story,
Nine constellations grouped in all—a galaxy of glory!

Although there may be merry strains amid the words I've sung you,
Yet, still my heart is sad to think that I am not among you.
But I've a wife, and bouncing boy, that I must keep my eyes on,
And in the west, blue mountains tower above the far horizon.
The Star of Empire thither sweeps, old lands and fashions scorning,
And toward those mountain gates I turn, from you and stars of morning.

But, boys and girls, I love you, and I hope that care and trouble,
May stand aloof, while joys untold fill up life's measure double.

If duns and corns afflict your soul, don't scold, and swear and grumble—
Be virtuous and happy, like Old Grimes, and Ross, and Trumbull.
And if wicked people tempt you with democracy or brandy,
Deny the soft impeachment, and depart as pure as Andy!

But ah! what stertorous sounds are these, that frighten and confound me,
While closing eyes and nodding heads their concert keep around me?
Although my verse was dull enough to soothe you all to slumber,
I'm done—wake up! the classes here should be just nine in number.
Then—one for each—let three times three huzzas respond to mine!
And a Tiger for the seniors of the class of '69.

NORMAL UNIVERSITY.

CLOSING EXAMINATIONS FOR THE SCHOOL YEAR.

THE examinations in all departments of the Model School commenced Monday, June 22, and were regarded as on the whole highly successful.

On Tuesday, June 23, examinations in the Normal Department were commenced, and in the Model School concluded.

NORMAL DEPARTMENT.

The following classes were examined in the assembly room:

Algebra—By Miss Lizzie A. Pratt, of the graduating class.
Physical Geography—By Prof. Hewett.
Botany—By Dr. Sewall.

A large number of visitors were in attendance, who manifested much interest in the proceedings.

The class in Algebra evinced great familiarity with this science, and testified by their promptness and accuracy to the successful work of their instructor. At the close of this examination, Miss Eva A. Foote, in behalf of her classmates, presented Miss Pratt with the works of Longfellow, Lowell, Whittier and Tennyson. The speech of Miss Foote was happily conceived and admirably delivered.

The class in Physical Geography traced in rapid review the configuration of the continents, with an evident comprehension of the effect which the topography of a country and its geographical situation have upon the well being and destiny of its people.

The following classes were also examined:

Latin 1st—Prof. Stetson.
Latin 2nd—Prof. Stetson.
German 2nd—Prof. Stetson.
Reading, II.—Dr. Sewall.
Geography, II.—Dr. Sewall.

Geometry—Prof. Metcalf.
Drawing—Miss Dryer.
Grammar, II.—Miss Dryer.
History, U. S.—Mr. McCormick.

Want of space forbids particular mention of these exercises. As a whole they were characterized with accuracy, and an evident interest in the subjects of study on the part of the students.

HIGH SCHOOL.

The exercises are highly commended. Classes in Latin and Rhetoric were examined by Professor Pillsbury; in French by Mrs. Haynie, and in Geometry by Miss Barker.

GRAMMAR SCHOOL.

The examination of classes proved highly successful. Miss Mary Pennell, assistant teacher, was presented with beautiful copies of Shakespeare and Evangeline, by Sections C and D.

The exercises concluded with an exhibition consisting of the following exercises, with several pieces of music interspersed:

Past of America—Oration.—Eddie Overman.

Future of America—Oration—Seymour Capen.

Our Soldiers, Living and Dead—Oration.—Milo Erwin.

Declamation—Eddie James.

Declamation—Eugene Ford.

Reading—Miss Nannie Smith.

Reading—Miss Jennie Coolidge.

Reading—Miss Lura Bullock.

Paper—Edited by Misses Clara Burns and Edl Cook.

Sections A and B, about to leave the school, presented Mr. Cook, the Principal, with a silver cake basket and molasses cup. Speech of presentation by Miss Anna Gladding.

INTERMEDIATE.

Classes were examined during Monday and Tuesday, as follows:

Music.....A, B, and C, Miss Boyden.
Spelling and Defining B, Miss Henry.
Spelling and Defining C, Miss L. Mason.
Reading.....A, Mr. Waterman.
Reading.....B, Miss Laughlin.
Reading.....C, Mr. Childs.
Geography.....A, Miss Sykes.
Geography.....B, Mr. Bowles.
Geography.....C, Mr. Bowles.
Arithmetic.....B, Mr. Rightsell.
Writing...A, B, and C, Mr. Russell.

The examination concluded with literary exercises, of which the following is the

PROGRAMME.

MUSIC.

A DUET AND CHORUS—"Music on the Waves."
ESSAY—Perseverance.

By Cornelia Cowles.

ESSAY—A Dream.

By Emma Smith.

ESSAY—Incidents of School Life.

By Alice Fisher.

ESSAY—An imaginary visit to Italy and Switzerland.

By Cora Lee Seward.

ESSAY—The Uses of Trees.

By Flora Brown.

MUSIC.

A DUET—"Let us gather Bright Flowers."

ESSAY—Our Birdy's Nest.

By Aggie Hawley.

ESSAY—Columbus.

By Mary Peck.

ESSAY—The month of June.

By Amanda Griffin.

ESSAY—"My Flower Garden and the Dew Drop."

By Mary Lou Bakewell.

ESSAY—Earnest Workers.

By Chattie Peck.

MUSIC—CLASS SONG.

PRIMARY.

Reading, B—Miss M. Owen.*Geography, A*—Miss Loomer.*Printing, G*—Miss Day.*Arithmetic, A*—Principal.*Reading, C*—Miss C. Evans.*Reading, F*—Miss A. Thomas.*Arithmetic*—Miss Bullock.*Printing*—Miss Higby.*Chart Reading*—Miss Murdock.*Spelling, C*—Miss Talbott.*Reading, D*—Miss Denning.*Reading, A*—Miss F. Smith.*Spelling, B*—Miss Loomis.*Arithmetic F*—Miss M. Hunter.

Gymnastics, Recitations, and Songs diversified the exercises. The room was thronged with visitors and many were unable to gain admittance. Among the latter was the writer.

WEDNESDAY.

The building was thronged with visitors at an early hour, who remained during the session.

Former graduates and scholars had returned in unusual numbers, and the relatives of the graduating class appeared in considerable force, even from other States. Classes were examined as follows:

Grammar—Miss Dryer.*Theory and Art of Teaching*—President Edwards.*Book-Keeping and School Laws*—Prof. Hewett.*History, United States*—Prof. Hewett.*Trigonometry*—Prof. Metcalf.*Arithmetic, H*—Prof. Metcalf.*Arithmetic, I*—Prof. Metcalf.*Arithmetic, F and G*—Prof. Metcalf.*Reading, I and J*—Dr. Sewall.*Geography, I*—Dr. Sewall.*Criticism*—Prof. Stetson.

At the conclusion of the examination a very interesting occurrence took place. Prof. Hewett, whose untiring labors in behalf of the institution for the last ten

years, have contributed so much to its growth and prosperity, having been allowed by the Board of Education leave of absence for one year, the students took this occasion to manifest their kindly appreciation of his services by a beautiful testimonial.

Miss Etta S. Dunbar, of the graduating class, in well chosen words, and with graceful utterance, presented to the Professor in behalf of her schoolmates, a splendid gold watch and chain.

By the kindness of Miss Dunbar, we are enabled to publish her speech of presentation in full.

"**PROF. HEWETT:** This day not only closes our school year, but severs for a time the intimate and pleasant relations which have so long existed between teacher and pupils.

"For ten years you have untiringly and successfully labored for our beloved Institution; but when another year shall open these halls to receive the familiar faces before us (and we trust many new ones), in vain will they look for your coming. Yet, the regret occasioned by your absence shall be lessened by the thought that you will return strengthened by a year's relaxation from school duties, and enriched by the treasures which experience and observation abroad must yield to one who is not only a student of books, but of men and things as well.

"We can not think of your leaving us without bearing with you some token of our love, as well as appreciation of your earnest labors in our behalf. Your pupils of the Normal School ask you to accept as such token this watch. May it ever bear as truly for you as do their hearts, never vexing your sensitive nature by 'dragging the time.' On the contrary, may it keep pace with your own active spirit, counting to you long years of happiness, and when all are told, may teacher and pupils together resume their studies where separations, even for a year, are unknown."

The Professor, though evidently somewhat startled, replied in fitting terms, referring to the growth of the Normal University during his decade of service. He contradicted a prevalent rumor, that he was about to travel abroad during his year's vacation, and expressed his intention of spending the year, for the most part, in Illinois, laboring, though not in the school-room, to promote the interests of education and the University.

Hon. S. W. Moulton, President of the Board of Education, being loudly called for, responded in happy terms. He stated that the Board had just decided to discharge all the present instructors to

somewhat startling announcement, until modified by what followed) and engage them over again with increased salaries!

Mr. W. H. Wells spoke in response to a call, of the vast success, as he considered it, of this Normal School experiment. It is much the most successful institution of the kind in the United States—with a far finer edifice and grounds, and a stronger faculty. His twelve years of service on the board enabled him to speak by the record of the progress of the institution.

Gen. J. H. Moore, of Decatur, also of the Board, continued in similar tenor. He was very felicitous in his remarks.

President Edwards urged upon the students to work, during their absence, for the interest of the institution, and truly remarked that the success and future welfare of the Normal University depends upon the character, spirit, and success of its students after they leave its halls.

In the evening the hall was thronged to listen to a lecture before the Literary Societies. Subject: "The Hebrew Cosmogony," by Prof. J. W. Bailey, recently of Bloomington.

VALLEDICTORY.—*Delivered at the Commencement of the Normal University, June 25, 1868.*

BY RUTHIE E. BARKER.

Mr. President and Members of the Board of Education: To you, as almoners of the state's bounty, is due great honor for your successful maintenance of this institution.

You have filled it with an able and efficient corps of teachers.

To these honored halls throng earnest pupils from all parts of the state, and Normal is to-day, one of those potent forces that are making Illinois as proud a contributor to the cause of national letters and liberty, as she is to the material and political power of the republic.

The hour of departure to our future work has come, and with the pilgrim robe girded, and the sandal fastened, we pause to thank our Alma Mater for her long and earnest labors in our behalf.

The memories of the past three and four years, memories of hours of instruction, of words of counsel and cheer, come thronging around us and make the sadness of parting inexpressibly keen.

You, our President, to whom we owe so great a debt, we are powerless to repay, and even unable adequately to thank.

From your first kind welcome, until the present, you have led us along the

pathways of thought, from one milestone to another, into atmospheres vital with the inspiration of intellectual and spiritual truths.

You have charged us that in the classroom, in the study, in the world, we must be true to truth and worthy exponents of its strength and purity. To one who so fearlessly labors and with such power, many trials must come; wherein we have added to them, accept the acknowledgment of our deep regret.

Will the assurance of the sympathy and prayers of the class of 1868 be any consolation, lessen any care, lighten any burden? If so, then receive that assurance from us to-day. But, sir, we can not begin the duties of our life without the conviction that your blessing and continued interest goes with us.

For our improvement and advancement you all have labored with an untiring zeal. The fragrance of your words of hope will remain, and your words of counsel we shall never forget.

You have bid us study both the Bible and science deeply and reverently, and have said that in so doing we shall find the teachings of the solid rocks are in unison with those of Sinai and Olivet; that the same pencil that paints the rose of Sharon and the lily of the valley, paints to-day our garden rose and tints with nicest touch the smallest wayside flower; that Ida and Olympus, no less than Carmel and Tabor, testify of God; that we must clothe all things in the golden sunlight of charity and cherish the words of trust and labor and love spoken alike by the free revolutions of the planet and the silent lips of floral apostles; that from the study of mathematical truths, we may catch glimpses of the faithful exactness by which the great plans and purposes of God are executed; that we must gain ability to discern the riches of literature, and to gather from the colossal strength of prose, the beautiful visions of poetry, and the spicy fields of humor, golden thoughts to weave into the texture of our minds; and that we must always remember that our hearts are the temples of God, and if consecrated to a noble work,

"White flowers of love its walls shall climb,
Soft bells of peace shall ring its chime,
Its days shall all be holy time."

We will commit your words of inspiration to others, and those words will echo and re-echo from school-house to school-house, and from county to county throughout our state, inspiring all to nobler work.

God grant that favored as we have been by the labors of the President and

faculty of this institution, we may go forth blessing freely as we have been blessed.

Schoolmates: The passing moments of this hour are slowly breaking those ties which have so long bound us to each other. To-day we part, we to enter the world, you to remain and stand in our places. For a long time have we labored together, Normal and Model students, Wroughtonians and Philadelphians, bound in unison by firmly woven hands of love. When we pass out and others come in, close in again your ranks and labor as of old for your mutual advancement. We shall ever watch your career with pride and pleasure. Before we part we do most earnestly thank you for the words of sympathy and cheer with which you have garlanded our school days.

Classmates: Clad in fresh pilgrim robes, we now stand where the brook and river meet, where the pathway enters the highway. Memories sad and joyous are thronging around. Our preparation for the future has been long and earnest. The days of toil and sacrifice it has cost us have sometimes commenced before the pearly gates of the morning were opened, and sometimes stretched far into the watches of the silent night; but mingled with these have been hours freighted with rich joys and blessings and honors, changing the dark lives of life's network into a golden hue.

To-day we go forth, like one of old, not knowing whither we journey, but trusting to the Divine guidance, we enter the shadowy future with a firm resolve to be equal to all of its emergencies and to win its highest, brightest, purest laurels.

Let us cultivate a chaste ambition, a christian charity. Let us journey forward in the simple spirit of truth, and taking her banner in our hands, bear it humbly and nobly.

We shall doubtless lose sight of each other in the intricate maze of life, but we can keep our eye fixed on the Sun of Righteousness, and work cheerily, remembering that we are co-laborers with Him who said, "My Father worketh hitherto and I work." And as we journey, whether in the dark or in the light, may we ever join in the anthem which is continually ascending in praise to God.

NORMAL UNIVERSITY.

COMMENCEMENT.

A FAIRER sky and a clearer air never blessed the consummation of a student's career, than those which added so much to the success of the performances at

Normal on Thursday. At an early hour the spacious hall was thronged by the citizens of Normal, Bloomington, and vicinity, and long after its ample accommodations had been exhausted, car-load after car-load arrived, only to find admission an utter impossibility.

Numerous relations and friends of the graduates were present, some even from other States, and many evidently quite unused to academic halls. It will be remembered as a bright day in their lives, when clad in snowy robes the daughter of the household stepped forward to act her brief part upon the Normal stage, or the first-born son with manly mein and air of senator or sage, gave proof of the culture which faithful work at the student's desk must surely give.

After a fine piece of music, Miss E. T. Robinson stepped forward and read an Essay on the subject, "Let there be Light." It was pervaded with a healthful spirit of cheerfulness, and expressed in language highly poetical. Miss R's enunciation is distinct, and her manner agreeable.

Miss Eliza A. Pratt, evidently succeeded—a lady of very expressive countenance, but in feeble health. Her Essay, entitled "Earth's Benefactors," was a good one, but to a large extent inaudible.

Mr. Henry McCormick delivered a sound and sensible oration on the topic "Liberty not License." It evinced careful reflection, and though not largely embellished with the ornaments of rhetoric, produced a good effect. By all appreciative hearers, the oration of Mr. McCormick will be assigned a high place among the exercises of the day.

After music, Miss Emma Valentine read very effectively her Essay, entitled "Continual dropping wears a Stone." The value of persistency as an element of character was fully presented and happily illustrated.

Miss Mary J. Smith, with composed and agreeable manner, spoke of the "Divinity that Shapes our Ends." It was in all respects a very creditable performance.

"Our State." While Mr. McBane discoursed in eloquent terms of our glorious State, few Illinoisians could remain unthrilled by the gratifying picture. Mr. McBane's manner as an orator is graceful and pleasing.

"It never Rains but it Pours." In an essay reminding one of some of the "Country Parson's" pleasing discourses upon human life in its moral aspects, Mrs. C. E. Watts briefly and effectively touched upon a familiar fact in the experience of all.

Miss Jemima L. Burson read with earnestness and effect an essay upon the subject, "Lapse of years not Life." Few who listened could fail to be impressed anew with this familiar but important fact.

Mr. Jacob R. Rightsell spoke of "Decision of Character" with the manner of one who possesses that very important element of a successful life. Full of good common sense.

"The Teacher may be a Man." Why not a woman? we asked as Miss Anna C. Gates read her Essay, replete with good ideas, to which the audience most cordially responded. Miss Gates acquitted herself with honor.

Miss Grace Harwood, in an elaborate and quite original manner, spoke of the "Life of To-day." The Essay possessed sterling merits, but was inaudible to a large portion of the audience.

Miss Ann Eliza Bullock in a brief and pointed paper, indicated the "Secret of Success." We pronounce the doctrine correct, and the reader's manner on the whole very pleasing.

"Do we Sail or Float?" A good essay on a good subject, by Miss Lucia Kingsley. The reader struck a popular chord, and justly received a liberal meed of applause.

The oration, "The Strong Nation," by Arthur Edwards, was carefully elaborated and delivered with good effect. No speaker on the occasion proved himself more fully, by his calm and self-poised manner, master of the situation. Mr. Edwards is a young man of much promise.

"Nature adapted to the Wants of Man." Miss Lydia A. Burson treated of this well-selected subject with evident sincerity of conviction. Many talk imitatively of Nature, to whom she is a sealed book. Miss B.'s Essay was well rendered.

After a recess of considerable length, Mr. Stephen Bogardus delivered a sound oration upon the theme, "What we owe to the Christian Religion." Mr. B. spoke with the earnestness that only goes with sincere conviction, and was listened to with marked attention.

"Night brings out the Stars." A string of pearls, strung by Miss Annie M. Edwards. Miss E.'s delivery was excellent, and well adapted to the sentiment of her well prepared essay.

Miss Etta S. Dunbar's paper, entitled "Footsteps on the Other Side," was one of the most pleasing exercises of the occasion, and was listened to with the attention it richly merited. Matter and manner were alike to be commended.

"Silent Forces," an Essay by Miss Cornelia Valentine. This was greeted with high approval for the excellence of its diction, and the clearness and effectiveness of its delivery.

Mr. Wm. Russell delivered the final oration, on the suggestive topic, "Movement Essential to Life." The need of agitation to growth, in man, as in the outer world, was presented with clearness and force.

Miss Ruthie E. Barker proved the propriety of her selection to perform the most important part on the programme by her admirable Essay and valedictory, "Letters and Liberty," condensed in style, vigorous in language, and delivered with a beauty of elocution apparent to all, was crowned with a farewell address of altogether unusual merit.

Each of the speakers was rewarded with applause and bouquets, and at the close of the exercises, the platform appeared as if Flora herself had been holding high carnival.

President Edwards, in his presentation of Diplomas, was peculiarly happy in his running commentary upon the subjects as they appeared on the programme.

The class song, written by Miss E. T. Robinson, was then sung.

After a brief speech from Hon. Mr. Moulton, President of the Board of Education, and Prof. Hewett, who was called out, and made a happy response the exercises closed.

We must not fail to mention the peculiar excellence of most of the music on this occasion. The trios by Miss Boyden and the Misses Overman were truly beautiful, while the male quartette, "Nailed to the Masthead," stirred all hearts.

In this brief sketch we have purposely avoided all attempts at criticism. Such of course might be made. We have here only this to suggest. There seemed too much triteness of sentiment and illustration, particularly the latter. Great historical characters, Milton in particular, were made to appear too many times.

The insufficiency of the hall to accommodate the visitors was painfully apparent to all. On the whole, however, the Commencement of 1868, the ninth in the history of the Normal University, must be pronounced highly successful. It will stand in the imperishable records of memory as a peculiarly bright spot, not alone to the happy graduates, but to all who shared in the pleasures of the occasion.

GRADUATES RECEPTION.

This was an exceedingly brilliant affair, reflecting great credit upon the

committee of students under whose auspices it was conducted.

The members of the new graduating class were rendered the objects of special attention.

About 9 o'clock, Mr. J. W. Cook, in behalf of Mr. Joseph H. Scibird, photographer, of Bloomington, presented to the University a beautiful large picture. In the center was a photograph of the University. This was surrounded by vignettes of the Faculty, and these by vignettes of the nineteen graduates of the class of 1868.

The design and arrangement were alike tasteful and elegant, and gave ample evidence of the artistic skill of the generous donor.

President Edwards made a happy response.

The graduates and their friends separated at a late hour, delighted with the experiences of the evening.

NORMAL LECTURE COURSE.

WHEREAS, during the Normal Lecture Course of 1867-8, Rev. F. W. Beecher, Dr. J. M. Gregory, Pres. R. Edwards, and Prof. E. C. Hewett, each gave a lecture, for which he generously refused all compensation, except his traveling and other incidental expenses; therefore, be it

Resolved, That we, members of the Philadelphian and Wroughtonian Societies, tender to the above named gentlemen our sincere thanks, for the generosity they have shown in behalf of the cause of education.

Resolved, That the thanks of the two societies be tendered Prof. Thomas Metcalf for his valuable services in behalf of the lecture course.

Resolved, That a copy of these resolutions be sent to each of the above named gentlemen, and that a copy be furnished for publication in THE SCHOOLMASTER.

W. G. MYER,
J. W. HAYES,
E. T. ROBINSON,
C. W. MOORE,
J. N. DEWELL,
WM. C. McMASTERS.

Committee.

DIED.

At Normal, April 13, Miss Amelia Smith, having just completed her 22nd year. She had been falling from consumption for some time, and her enfeebled constitution speedily succumbed to an attack of measles.

The deceased was connected with the Normal School, as a student, for several terms, and though entirely blind, was enabled to perform much of the school work successfully, in spite of her great infirmity. She was uniformly mild and gentle in disposition, ever exhibiting that patient spirit so often seen in those condemned by the inscrutable decree of Providence to grope in darkness upon God's beautiful world. She died in peace, herself making all requisite arrangements for her funeral.

The Schoolmaster.

NORMAL, ILL., JULY, 1868.

This periodical is published monthly at one dollar per annum, in advance. Original contributions will be gladly received. Communications relating to the editorial management should be addressed to

ALBERT STETSON, EDITOR, NORMAL, ILL.

CHANGE OF BASE.

The publication office of THE SCHOOLMASTER is now permanently located in Normal, Ill. Our friends will bear in mind that henceforth all communications with the publishers of this paper should be directed to

JOHN HULL & CO., Normal, Ill.

CHURCH, GOODMAN AND DONNELLEY, PRINTERS,
103 & 110 Dearborn St., Chicago.

COMMENCEMENT.

A FULL report of the examinations and annual commencement appears elsewhere. Circumstances combined to render the closing exercises among the most interesting in the history of the institution. We observe that they were more extensively reported by the press than usual, and universally with such words of commendation as show the strong hold the University now occupies in the estimation of the citizens of Illinois.

Like all institutions of learning which have attained a high position, the Normal has had a serious battle to fight. Involved at the start in financial difficulties, and obliged to contend against the pre-conceived ideas of many friends of popular education, it has won its present proud position by unceasing effort.

Believing that the great educational problem, the grandest that engrosses the attention of all friends of human prosperity and progress, is here approached in the right way, and brought to a successful solution, it is most gratifying to receive such marked demonstrations of public approval. But better even than this is the fact, familiar to all who are well acquainted with the institution, that the students who have exhibited the best evidences of intellectual vigor, have always become the strongest friends and defenders of the University, here and elsewhere.

Superficial smatterers, content with the name without the reality of an education, often, indeed, make an abrupt departure for a place where the *anomics* and *ologies* receive more attention. But those who are desirous to fit themselves to be educators in the best sense of that much abused term, and who know that a superstructure is worth little whose foundation is weak and insecure, soon come to understand the value of rigid elementary

training, and recognize the value of Normal methods in the general development of intellect, not less than as a special preparation for a particular work.

THE SCHOOLMASTER FOR AUGUST.

WE are already in possession of much interesting matter for our next issue, including some of the best Commencement Essays and Orations. The President of the Philadelphian Society, now taking an Eastern tour, has engaged to write regularly. His impressions of the Harvard Commencement will be the subject of the first letter.

Friends are again invited to assist in increasing our circulation, and thus extending our means of usefulness.

NORMAL UNIVERSITY.

MEETING OF THE ALUMNI.

THE exercises of Commencement week were concluded on Friday with a meeting of the Alumni.

The Association convened at 9 A.M., and was called to order by the President, J. W. Cook. Various items of business were disposed of, among which were the following:

J. H. Burnham, J. H. Thompson, and E. A. Gove, were appointed a committee to make arrangements for procuring a memorial tablet in honor of the Normal students who perished in the recent war.

It was unanimously voted that THE SCHOOLMASTER be recognized as the official organ of the Association; and that the Constitution, By-Laws and proceedings of this body be published in the same.

The following Board of officers were appointed:

President—John R. Edwards, Hyde Park, Ill., Class of 1867.

Secretary—Daniel W. Fulwiler, Hillsboro, Ill., Class of 1865.

Treasurer—Enoch A. Gastman, Decatur, Ill., Class of 1860.

CLASS COMMITTEE.

John Hull—Class of 1860.

E. A. Gove—Class of 1861.

Lizzie Carleton—Class of 1862.

J. H. Thompson—Class of 1863.

Harriet E. Dunn—Class of 1864.

Bandusia Wakefield—Class of 1865.

Martha Foster—Class of 1866.

Mary R. Gorton—Class of 1867.

Emma T. Robinson—Class of 1868.

The Executive Committee appointed for the ensuing year were: The President, J. R. Edwards, J. Hull, and M. R. Gorton.

It was voted that the next business meeting of the Alumni should take place the day before Commencement, at 10 A.M., and the public exercises on the same day.

A proposition that graduates of the High School connected with the University should hereafter be numbered with the Alumni, was laid over until the next annual meeting.

The Treasurer, E. A. Gastman, reported a balance of \$53 in the treasury.

At the conclusion of the business meeting, a highly interesting and valuable paper upon "Education in the West," by L. B. Kellogg, of the Class of 1864, was read by J. W. Cook. A spicy and humorous poem, by H. B. Norton, of the Class of 1861, was read by E. A. Gove, and a sound and valuable essay upon "Education and Government," was read by its author, T. J. Burrill, of the Class of 1865.

The Alumni and invited guests now proceeded to the Normal Hotel, and sat down to a sumptuous repast prepared by the gentlemanly and efficient landlord, Mr. B. O. Stanley. It was a superior entertainment, and highly creditable to all concerned.

The total number of graduates from the Normal Department, up to date, is ninety-nine. Of these, four have died. About one-half of the entire number were present at the banquet.

Thus were happily ended the exercises of the Ninth Annual Commencement of the Normal University. Crowded trains have already conveyed a majority of the students towards home, and days of rest and recreation; while we who remain are reminded of the lines of Tom Moore, who sings:

"I feel like one who treads alone
Some banquet hall deserted,
Whose streets are fled, whose owner's dead,
And all but he departed."

MODEL SCHOOL.

MAY, 1858.—ATTENDANCE REPORT.

HIGH SCHOOL.

Tardy: None.

In attendance, 52.

GRAMMAR SCHOOL.

Tardy: Nettie Miner, 1; Seymour Capen, 1; Norman Jones, 1; E. Vasey, 2. Total, 6. In attendance, 117.

INTERMEDIATE.

Tardy: Ella Cone, 1. Total, 1. Attendance, 55.

SCHOLARSHIP REPORT.

HIGH SCHOOL.

The following have 85 or more in scholarship: O. Baldwin, 90; C. Chase,

87; A. Lewis, 85; W. Steele, 85; Annie Edwards, 89; Nellie Edwards, 86; Alice Emmons, 91; Julia Mason, 86; A. Stuart, 88.

GRAMMAR SCHOOL.

Section A.	Sch. Av.	Gen'l Av.
Seymour Capen.....	92	94
Bethuel Church.....	87	96

Section B.

Edgar Plummer.....	89	96
Clara Burns.....	88	96

Section C.

Jenny Coolidge.....	94	98
Lura Bullock.....	93	98

Section D.

Newton Reed.....	87	96
Walter Strawn.....	86	95

Section E.

Nannie Smith.....	93	98
Calvin Hanna.....	91	97

HIGHEST IN SCHOOL.

Jenny Coolidge.....	95
Lura Bullock.....	98
Nannie Smith.....	98

INTERMEDIATE.

Names of pupils whose scholarship average stands 90 and over.

A Class.	Sch. Av.	Gen'l Av.
Mary Lou Bakewell.....	96	99
Flora Brown.....	91	95
Alice Fisher.....	95	98
Amanda Griffin.....	92	97
Aggie Hawley.....	95	98
Chattie Peck.....	96	99
Mary Peck.....	90	97
Emma Smith.....	93	98
Cora Seward.....	98	99

B Class.

Dora Baird.....	93	98
Hattie Ball.....	94	98
Alma Kibbee.....	94	98
Lucy Morse.....	95	99
Korah Reeder.....	90	97
Sarah Salter.....	92	97
Frank Strain.....	93	98

C Class.

Ada Brewster.....	93	98
Leantha Chapman.....	93	98
Ella Cone.....	94	96
Emma Corbett.....	92	97
Ella Dart.....	91	97
Alice Grave.....	94	95
Nettie Kingsley.....	91	97
Katie Park.....	94	98
Alice M. Pearce.....	91	97
Eva Pennell.....	91	97
Jennie M. Post.....	91	97
Katie N. Post.....	97	99
Hattie Smith.....	91	97
Maggie Young.....	91	97

JUNE, 1868.—ATTENDANCE REPORT.

HIGH SCHOOL.

Tardy: C. Fiske, 1; G. Washburne, 1; Sevilla Case, 1. Total, 3. In attendance, 43.

SCHOLARSHIP REPORT.

The following have 85 or more in scholarship: O. Baldwin, 91; C. Chase, 89; Annie Edwards, 85; Nellie Edwards, 89; Alice Emmons, 89; Julia Mason, 92.

GRAMMAR SCHOOL.

Tardy: Mattie Holback, 1; Nellie Hamilton, 1; Missouri Larrick, 1. Total, 3. In attendance, 104.

SCHOLARSHIP REPORT.

Section A.	Sch. Av.	Gen'l Av.
Seymour Capen.....	88	91
Bethuel Church.....	86	95
Milo Erwin.....	86	95

Section B.

Edgar Plummer.....	90	97
Sarah Plummer.....	87	96
Anna Gladding.....	86	95
Clara Burns.....	86	94

Section C.

Lura Bullock.....	92	92
Jenny Coolidge.....	91	97
Emma Strain.....	90	97

Section D.

Walter Strawn.....	88	96
Espy Smith.....	87	96

Section E.

Nannie Smith.....	98	99
John Stoutenger.....	96	99
Kate Hawley.....	93	98

The last three the highest in school.

INTERMEDIATE.

Tardy: Lou Bakewell, 1; Flora Brown, 1; Cornelia Cowles, 1; Charles Holderman, 1; Walter Pearce, 1; Wm. Shough, 1. Total, 6. In attendance, 55.

SCHOLARSHIP REPORT.

A Class.	Sch. Av.	Gen'l Av.
Mary Lou Bakewell.....	91	94
Alice Fisher.....	90	97
Amanda Griffin.....	90	97
Chattie Peck.....	94	98

B Class.

Dora Baird.....	91	97
Hattie Ball.....	92	97
Alma Kibbee.....	91	95
Lucy Morse.....	90	99
Sarah Salter.....	92	97
Frank Strain.....	90	92

C Class.

Ida Brewster.....	93	96
Leantha Chapman.....	94	96
Emma Corbett.....	93	95
Ella Dart.....	91	97
Alice Graves.....	90	93
Nettie Kingsley.....	91	97
Katie Post.....	93	98
Katie Park.....	93	98

[The reports for the Primary Department were not handed in.]

FOR THE ROCKY MOUNTAINS.

An exploring party, sent out under the auspices of the Normal University, the Wesleyan University at Bloomington, the Chicago Academy of Sciences, and the Industrial University at Champaign, and under the command of Prof. J. W. Powell, of the Normal University, left Chicago on Monday, June 29, for the wilds of Colorado and New Mexico. Two years will be spent in an extended and careful survey of the region, commencing near the head waters of the Colorado, in Middle Park near Pike's Peak, where the Government survey ends.

The following list of the members of the party, and the department to which each is assigned, we take from the *Chicago Republican*:

Commander and Geologist—Prof. J. W. Powell, Normal.

Ornithologists—Mrs. J. W. Powell, Wm. P. Woodward, James B. Taylor, E. D. Preston, and J. J. Aiken.

Botanists—George Vasey, M.D., Messrs. Dooley and W. H. Bishop.

Entomologists—S. W. Garman and Mr. Durley.

Surgeon—Dr. A. M. Todd.

Historian and Correspondent—Rev. W. H. Daniels.

Special Correspondent—Rev. J. W. Healy.

Artist—Pro. Saunbar, who will join at Denver.

Topographical Engineers—M. W. Kephlinger, and W. C. Wood and son.

Unassigned—L. E. Shinn.

The expedition will probably be absent two years, spending next winter in New Mexico. The men are for the most part young and sturdy, and left in good spirits. The leader, Prof. Powell, was a major of artillery in the 17th corps during the civil war, and lost his right arm in the service. His wife accompanies him throughout.

One of the ablest gentlemen of the party promises us a letter each month for publication in THE SCHOOLMASTER.

The expedition promises to prove of unusual interest to the participants, and of great service to science.

ILLINOIS STATE TEACHERS INSTITUTE.

A session of this body, to continue two weeks, will begin on Monday, the 3d of August, 1868, in the State Normal University, Normal, Illinois.

The following members of the Normal Faculty will, as heretofore, be present to give instruction in their respective departments of study: R. Edwards, E. C. Hewett, J. A. Sewall, Thomas Metcalf, A. Stetson, W. L. Pillsbury, J. W. Cook, and Miss Edith T. Johnson.

Additional arrangements will be made in time for the session.

Hon. N. Bateman and Dr. J. M. Gregory, have both positively promised to be present, and to deliver, the former two, and the latter one or more lectures.

There will be no charge for tuition. The instructors give their services gratuitously.

Board in Normal is from \$1 to \$4.50 per week. Excellent accommodations will be furnished at the Normal Hotel at \$5 per week. Rooms for self-board and clubbing may be secured to any required extent.

RICHARD EDWARDS.

President State Teachers Institute.

Attention is directed to the changes made in the foregoing circular since its appearance in our last issue.

Those interested will take notice that

the session will begin August 3d, instead of 10th, and will continue *two* weeks instead of *three*. All designing to attend the Institute should be present the *first* day.

Arrangements are making to secure free return passes on the railroads for all members of the Institute.

STATE BOARD OF EDUCATION,

At the recent meeting, twelve of the fifteen members of this body were in attendance.

Friends of the institution will be delighted to learn that the building is to be provided, during the summer vacation, with the best means of ventilation.

The report of Jesse W. Fell shows that no less than 1,500 shade and ornamental trees have been planted in the Normal grounds during the past spring. Sum expended, \$2,300.

A resolution of thanks to Miss E. T. Johnson was passed.

By a unanimous vote the salaries of the instructors were raised to the following amounts:

Pres. Edwards, \$4,000; Professors Hewett, Sewall, Metcalf, Stetson, and Pillsbury, \$2,000; Miss Dryer, \$1,100; Mrs. Haynie, \$900. Mr. J. W. Cook, who fills the place of Prof. Hewett during his absence of one year, receives \$1,500.

NORMAL UNIVERSITY—LITERARY SOCIETIES.

PHILADELPHIAN SOCIETY.

Organized, 1857. Incorporated, 1867.

Present Officers:

President—Mr. Charles R. Fiske.
Vice-President—Mr. Wm. C. Griffith.
Secretary—Miss Alice Emmons.
Assistant Secretary—Miss Dell Cook.
Treasurer—Miss Mary LeBaron.
Assis't Treasurer—Miss Ida Overman.
Librarian—Mr. William T. Crow.
Assis't Librarian—Mr. Rowland Lakin.
Chorister—Miss Myra Overman.

WRIGHTONIAN SOCIETY.

Organized, 1858. Incorporated, 1867.

Present Officers:

President—Mr. Isaac F. Kleckner.
Vice-President—Mr. Wm. C. Griffith.
Secretary—Miss Fannie Smith.
Treasurer—Miss M. E. Hunter.
Editress—Miss Lou. C. Allen.
Librarian—Mr. — Childs.
Chorister—Mr. R. M. Waterman.

NORMAL DEBATING CLUB.

A literary society, composed in part of students spending their summer vacation at Normal, was organized soon after the

close of the term, by the appointment of Mr. John R. Edwards as President, and Miss C. Woodward, Secretary. At its first session, Friday evening, July 3, a large number of visitors were in attendance, and the exercises varied and interesting. The following was the

PROGRAMME.

1. Music—Instrumental. Miss Ella Smith
2. Poem. A. Stetson
3. Essay—"Day Dreams". Miss A. Emmons
4. Declamation. Charlie Overman
5. Selected Reading. Miss E. T. Robinson
6. Duet. Misses I. and M. Overman
7. Debate—"Resolved, that the United States government ought to assist the Fenians in their present course against England."
Affirmative. Messrs. Carter and Dewell
Negative. Messrs. Robinson and W. R. Edwards
8. Music.
9. Critic's Report. Mr. T. J. Burrill

NORMAL UNIVERSITY.

Number of students in attendance for the school year ending June 25, 1868:

NORMAL DEPARTMENT.			
	Ladies.	Gents.	Total.
Senior Class.	14	5	19
Middle "	33	30	63
Junior "	197	134	331
	244	169	413

MODEL SCHOOL.			
	Females.	Males.	Total.
High School	35	51	86
Grammar	97	133	230
Intermediate.	47	34	81
Primary	111	122	233
	290	340	630
Grand Total			1043

The above statistics (from the New Catalogue now in press) exhibit the growth of the institution when compared with the records of former years. In 1866-7 the Grand Total was 907; in 1865-6, 772.

*FOOTSTEPS ON THE OTHER SIDE.

ETTA L. DUNBAR.

"Many in the gloom of midnight,
In the streets have lain and died,
While the sound of human footsteps
Went by on the other side."

In all the broad and ever intersecting highways of life, and in the accumulated light of eighteen centuries of Christian experience, men pass blindly by on the other side. Earnest desires, noble aspirations die, because the heart which bore them faints for want of encouragement; because they who should be the guides and guardians of true life, the upholders of the standard of human excellence, fail to give timely aid.

More Samaritans are needed, not only to bind up wounds, and pay in hard coin expenses at wayside inns, but there are other necessities, neither accidental nor uncommon, which repeat themselves in every age, and in every individual of the

* Read at Commencement, Normal University, June 25, 1868.

race. These reach out with infinite longings. They demand the impulses, the illuminations which spring from the sympathy and communion of soul with soul. These necessities unsatisfied, fill our world with sad faces, idle hands, and unhappy hearts.

All about us are the buried, not the dead, in whose souls slumber powers which ally them to angels and to God. We may find these deserted ones every where, for they occupy a field as broad as the realm of human suffering, as boundless as the kingdom of need. They crowd our lives with opportunities of exerting the noblest power given to man, that of inciting his brother to act worthy the dignity of his nature.

The Levite, trammelled by social laws, goes by on the other side, fearing the contamination of an alien's touch. The Samaritan lays a vitalizing hand upon the fallen, and bids him rise to the dignity of an earnest life and unending progress. By a kind word and an encouraging look he resuscitates the buried talents and brings them forth to enrich the world, and to go on increasing through the ages.

The basis of all true reform is kindness. A single word of wisdom-crowned, heartfelt kindness may move the world as a pebble does the ocean of waters. For sympathy is the power which moves, and the spirit which guides the universe, now binding in a firm union the elements which compose our world, now calling new worlds from obscurity.

Uranus, trembling in sympathy with some unknown body, drew the attention of astronomers, added a new name to our planetary system, and a new laurel to the crown of Leverrier. Sympathy enthroned in the heart of man shows him to belong to a system infinitely more wonderful, more glorious than that of the planets, the system of an eternal brotherhood in which all may reflect the light, and constantly tend toward the same divine, loving source.

This principle of brotherhood turns to insignificance all distinctions of wealth or rank, and unites man to man by the only true bond—that of mind and soul; and, by the side of this, all other alliances are estrangements. He who refuses to enter into these relations, who passes by on the other side, robs himself of the dignity and grandeur of character to which God intended he should attain. For the promise reads; "If thou draw out thy soul to the hungry and satisfy the afflicted soul, then shall thy light shine in obscurity, and thy darkness be as the noon-day."

He who has faith in the high destinies of human nature is ever seeking these opportunities. He can not pass by the humblest or weakest without striving to lift him to a higher plane, where he shall rejoice in the energy of his intellectual and moral capacities. True, all can not explore the depths of human suffering as did Howard, nor answer the demands of the intellectual nature as did Newton and Bacon, and no one can satisfy the cravings of the moral being as do the inspired writers, but each one of us can enter a protest against the false opinion entertained by the cold misanthrope, that kindness is but feebleness, inviting to indolence. Each one of us can, by the result of our labors, prove kindness to be one of the most efficient means of strengthening and beautifying the life, both of him who gives and him who receives.

Human character is a blending of the noblest qualities with pitiable weakness. Sometimes weakness gains the ascendancy. Mind is chained by the necessities of the body, or the soul-powers are palsied by idleness and ignorance, or the affections blasted by desires which center in self. Ah; how many have felt most painfully the weight of these imperfections, and have desired nothing so much as power to rise above temptation. But because no brother's hand was outstretched to save, they have fallen. Shut out from human sympathy by man's indifference, and shut in from God's free sun-light, pure air, and rejoicing earth, by a prison's gloomy walls, or by poverty's more impassable barrier, they wait day after day for the visit of a friendly face, they listen for the approach of a familiar step; and as sound after sound dies away in the distance, in bitterness of soul they exclaim,—“It is a stranger, gone by on the other side.”

But there are those whom no power of circumstance has been able to turn from the path of rectitude, who in the midst of the most adverse surroundings lead the purest lives. These heroes walk among us daily, uncrowned, unhonored, their deeds unchronicled by men; but in the great biographical library of the universe will be found books on whose shining pages angels have written these lives, dedicated to God. There all is recorded, how they have toiled, struggled, watched, and waited for the steps that did not come.

Oh, this field of humanity is a broad one. In it we may all scatter seeds of joy, to ripen into purer, happier, nobler, life. Upon it we may reflect golden beams of light to guide the erring back

to virtue and to God, to restore the disheartened to affectionate, thoughtful energy. Then shall it be said of none, they wait forever for the steps that do not come, wait until the pitying angels bear them to a happier home.

BOOK NOTICES, ETC.

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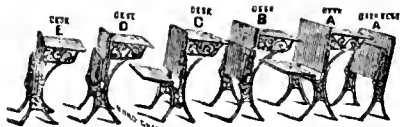
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


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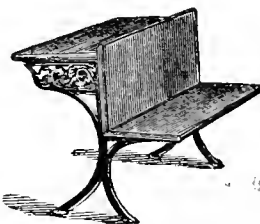
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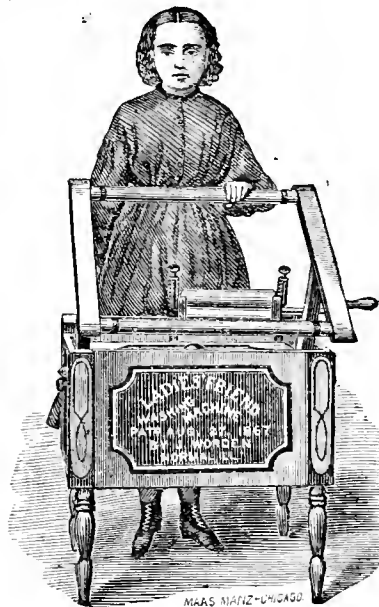
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THE SCHOOLMASTER.

A Journal of Education, Literature, and News.

VOL. I.

NORMAL, ILL., AUGUST, 1868.

No. 4.

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EXTRACTS FROM "IN THE SCHOOL ROOM."

BY JOHN S. HART, LL.D., PRINCIPAL OF THE NEW JERSEY STATE NORMAL SCHOOL.

MEMORY.

MANY educators now-a-days are accustomed to speak slightly of the old fashioned plan of committing to memory verses of Scripture, hymns, catechisms, creeds and other formulas of doctrine and sentiment in religion and science. Many speak disparagingly even of memory itself, and profess to think it a faculty of minor importance, regarding its cultivation as savoring of old fogyism, and sneering at all *memoriter* exercises among children as the chattering of parrots. It is never without amazement that I hear such utterances. Memory is God's gift, by which alone we are able to retain our intellectual acquisitions. Without it, study is useless and education simply an impossibility. Without it there could be no such thing as growth in knowledge. We should know no more to-day than we knew yesterday, or last week, or last year. The man would be no wiser than the boy. Without this faculty, the mind would be, not as now, like the prepared plate which the photographer puts in his camera, and which retains indelibly on its surface the impressions of whatever objects pass before it; but would rather be like the window pane, before which passes from day to day the gorgeous panorama of nature, transmitting with equal

and crystalline clearness the golden glory of the sun, the pale rays of the moon and stars, the soft green of the meadow and woodland, images of beauty and loveliness of light and shade, from every object on the earth and in the heavens; but retaining on its own surface not a line or a tint of the millions of rays that have passed through its substance, and remaining to the end the same bit of transparent glass, unchanged, unprofit by the countless changes it has received and transmitted. * * * *

Memory has been called the storehouse of our ideas. The illustration is true not only in its main features but in many of the minor details. The value of what a man puts away in a storehouse depends much upon the order and system with which the objects are stored. The wise and thrifty merchant has bins and boxes, and compartments and pigeon-holes, all arranged with due order and symmetry, and every item of goods as it is added to his stock, is put away at once in its appropriate place, where he can lay his hands upon it whenever it is wanted. There should be a like method and system in our mental accumulations. The remembrance of facts and truths is of little value to us unless we can remember them in their connections, and can so remember them as to be able to lay our hands upon any particular thought or fact just when or where it is wanted. Many persons read and study voraciously, filling their minds most industriously with knowledge, but such a confusion of ideas prevails throughout their intellectual storehouse, that their very wealth is only an embarrassment to them. The very first rule to be observed, therefore, in cultivating the memory, is to reduce our knowledge to some system.

ELEMENTARY ARITHMETIC.

To oblige a young child to go through a formal syllogistic statement in every step of elementary arithmetic is simply absurd. It makes nothing plain to a child's mind which was not plain before. On the contrary it often makes a muddle of what had been perfectly clear. What was in the clear sun-light of intuition, is now in a haze, through the intervening medium of logical terms and forms,

through which he is obliged to look at it.

A primary teacher asks her class the question: "If I can buy six marbles with one penny, how many marbles can I buy with five pennies?" A bright boy who should promptly answer "thirty" would be sharply rebuked. Little eight-year old Solon on the next bench has been better trained than that. With stately and solemn enunciation he delivers himself of a performance somewhat of this sort. "If I can buy six marbles with one penny, how many marbles can I buy with five pennies? Answer—I can buy five times as many marbles with five pennies as I can buy with one penny. If, therefore, I can buy six marbles with one penny, I can buy five times as many marbles with five pennies; and five times six marbles are thirty marbles. Therefore I can buy six marbles with one penny I can buy thirty marbles with five pennies."

And this is termed reasoning! And to train children by forced and artificial processes to go through such a rigmarole of words, is recommended as a means of cultivating their reasoning powers and of improving their power of expression! It is not pretended that children by such a process become more expert in reckoning. On the contrary, their movements as ready reckoners are retarded by it. Instead of learning to jump at once to the conclusion, lightning-like, by a sort of intuitional process, which is the very essence of an expert accountant, they learn laboriously to stay their march by a cumbersome and confusing circumlocution of words. And the expenditure of time and toil needed to acquire these formulas of expression, which nine times out of ten are to those young minds the mere *dicta magistri*, is justified on the ground that the children, if not learning arithmetic, are learning to reason.

LANGUAGE.

The study of language more than any other study, tends to make the mind acute, discriminating, and exact. It tends also, in a most especial manner, to fit a person to train the minds of others to acuteness, discrimination and exactness. * * * The study of

language is, in the profession of teaching, like the sharpening of tools in the business of the mechanic. Words are the teacher's tools. Human knowledge, even before it is expressed, and it is laid up in the chambers of the mind, exists in words. We think in words: we teach in words. We are qualified to teach only so far as we have learned the use and power of words.

READING.

One book, well read and thoroughly digested; nay, one single train of thought carefully elaborated and attentively considered, is worth more than any conceivable amount of that indolent, dreaming sort of reading in which some persons indulge. There is in fact, no more unsafe criterion of knowledge than the number of books a man has read. A young man once told me he had read the entire list of publications of the American Sunday School Union. He was about as wise as the man at the hotel, who began at the top of the bill of fare with the intention of eating straight through to the bottom! Depend upon it, this mental gorging is debilitating and debauching alike to the moral and the intellectual constitution. There is too much reading even of good books. No one should ever read a book without subsequent meditation or conversation about it, and an attempt to make the thoughts his own by a vigorous process of mental assimilation. Any continuous intellectual occupation, which does not leave us wiser and stronger, most assuredly will leave us weaker, just as filling the body with food which it does not digest, only makes it feeble and sickly. We are the worse for reading any book if we are not the better for it.

MINUTES OF THE ANNUAL MEETING OF THE NORMAL ALUMNI ASSOCIATION.

WRIGHTONIAN HALL, NORMAL UNIVERSITY, }
June 27th, 1868. }

THE Society met and was called to order by President Cook at 9 A.M. The minutes of the previous meeting were called for, read and approved. A paper of Prof. E. A. Gastman, showing \$53 in the treasury of the Society, was read, and report accepted.

J. H. Thompson, as chairman, answered call for report on Soldier's Memorial, stating that he had been absent from the State during the greater portion of the year, and had been able to do but little as regards raising money. He had procured a design for a tablet from Mr. Voak, of Springfield, which he submitted. The matter of raising money to

further the enterprise had been submitted to both of the societies connected with the Normal University, and the Wrightonian Society had voted an appropriation—amount not stated in report. The Philadelphian Society had not acted in the matter, so far as he knew.

Report accepted.

Prof. Burrill presented the following and moved its adoption:

Resolved, That the matter of a Soldier's Memorial be referred to a committee of three, who shall secure as much funds as possible, and solicit plans, and adopt and carry into execution the same before the next annual meeting of the Society.

After some discussion, Mr. Wakefield moved to amend the above resolution so that the committee shall report to the Society before closing the contract for the Memorial.

On vote amendment was accepted, and as amended the resolution was adopted by the Society.

J. H. Burnham, J. H. Thompson and E. A. Gove were constituted such committee by the chair.

Mr. E. A. Gove then introduced the following motions, both of which were passed, and the latter unanimously:

1st. That a committee of three be appointed to petition the Legislature for a charter for this society.

2d. That THE SCHOOLMASTER be made the official organ of this Society.

Mr. Wakefield moved that the Editor of THE SCHOOLMASTER be requested to publish the constitution and by-laws of the Society as now amended.

The above was amended so as to include minutes of this meeting and carried.

Mr. Hull moved that a committee of three be appointed to prepare the constitution and by-laws for publication. Carried.

Mr. Gastman moved that the committee be instructed, if they deem it necessary, also to prepare a revised copy of the constitution to present to the society, at its next annual meeting, for adoption. Also carried.

The following persons were appointed to act as committee on the constitution, printing, etc., in accordance with the objects of the two previous motions; J. H. Burnham, Miss Ruthie Barker and C. W. Hodgins.

Mr. Gove moved that, after an informal ballot, Mr. Gastman be instructed to cast the society's ballot for officers of the society for the ensuing year. Carried.

Mr. J. R. Edwards was then elected President, and David W. Fulwiler, Secretary.

J. Hull moved a recess of three min-

utes for the election of Class Secretaries for the coming year. Carried.

After recess, the following persons were declared elected:

Class of 1860—J. Hull.

Class of 1861—E. A. Gove.

Class of 1862—Miss E. Carleton.

Class of 1863—J. H. Thompson.

Class of 1864—Miss H. E. Dunn,

Class of 1865—Mr. M. Wakefield.

Class of 1866—Mrs. M. Foster.

Class of 1867—Miss M. Gorton.

Class of 1868—Emma T. Robinson.

On motion of Mr. Case, the Executive Committee were instructed to confer at once for the election of a sub-Executive Committee for the coming year. After which, Mr. J. Hull and Miss M. R. Gorton were declared elected as such committee.

It was moved by Mr. Walker that the next annual business meeting of this Society be at 10 o'clock A.M., on the day preceding the next commencement.

The motion was carried.

After several motions in regard to the time of holding the public exercises of the next annual meeting had been made, amended and withdrawn, Mr. Case offered the following, which was carried:

That the Executive Committee be instructed to appoint the time for holding the public exercises for next year on the day before commencement, at such time in the day as they shall deem best.

A motion in regard to admittance of graduates of the Model School as members of this association, led to a short discussion, brought forth the views of several warm advocates of the movement.

After some remarks by Prof. Pillsbury, and others, Mr. Gove submitted the following:

Resolved, That the question of admitting graduates of the Model School be referred to the Committee on Constitution, with instructions to examine into precedents and report at the next regular meeting. Carried.

Mr. Gastman moved that the tax for this year be two dollars instead of the regular annual tax of one dollar provided by the constitution. Carried.

Mr. Case moved that the Society proceed with the public exercises. Carried.

The members of the association, together with a small but appreciative audience, listened to an article written by L. B. Kellogg, of Kansas Normal School. Subject: "Normal Schools in the West." This was well delivered by President Cook.

A humorous poem, written by H. B. Norton, of Kansas, was read by his classmate, Mr. E. A. Gove.

An address by ex-President Burrill was the next exercise in order, and it being near time of dinner for the association, was made to close the literary exercises of the day.

The dinner at the hotel not coming within the province of your Secretary, he begs to refer the remainder of the report of this highly successful reunion to the columns of our official organ, *THE SCHOOLMASTER*, hoping that all friends of the Normal Graduates Society will assist in making the pages a grand success.

JOHN W. COOK, *President*.

E. D. HARRIS, *Secretary*.

DECISION OF CHARACTER.

BY BEN. C. ALLENSWORTH.

THERE are to be found in every community men whose lives are marked by a wavering course of conduct which may be said to contain no element of true manhood. Men who are constantly "hanging upon the verge" of some other man's opinion. Men who know not when to do the right thing, because they can not tell what others may think or say in regard to their action. Men who industriously seek for popularity, yet find it not, because they are not the men to be popular in any high minded community of people. Men who hesitate not to humble themselves at the shrine of the wealthy, in order to gain the good will of others possessing souls as cramped as their own. In short, men who are not men (in the noblest sense of the word), are to be found in every grade of society, not meeting with success themselves, nor contributing to the welfare of those around them, simply because they possess no individuality, no truly independent manly principle.

Yet, because my fellow creature may lack in this respect, it is no part of mine to discourage any effort he may make to rise higher in the scale of intellectual and moral being; but, on the contrary, if I am strong and he is weak, it is my duty to assist him in any such effort by infusing into his nature some element of true manhood. Without it, he is as zero in the sum of human society, for it is this element in the constitution of all great souls that leaves its mark upon the pages of the world's history. It raised Napoleon Bonaparte from the rank of a corporal to that of a consul, and finally, his ability to see in the same moment the thing to be done and the best way to do it, together with his determination to carry out a well formed plan, regardless of the opinions of others, eventually

made him Emperor of France, while all Europe trembled at his self-reliant power.

But we are not compelled to search among the noted men of earth for examples of firmness of character. In the lowest walks of life we find instances of the truest moral heroism.

Little difficulties met and conquered make up to a great extent the sum of human attainment. The life which presents no trials is monotonous, affording no motive power for the development of the faculties of the human soul. We find these difficulties presenting themselves, not so often to those who are favored with life's blessings, as to that man who realizes, that Fortune, at best, is but fickle; and who fully appreciates the fact, that he alone is entrusted with the making or the marring of his own destiny. Such a man realizes that life has a purpose, and that he is responsible for the attainment of its grand ends.

The man who feels the force of his own character, has his own reward in surmounting these difficulties. He makes his own progress, and laughs to scorn those weak and dependent creatures, who, dreading the verdict of public opinion, hesitate in the performance of manly duty.

The man who possesses decision of character, can breast the storm of public opinion, while he who is lacking in a sense of his own worth, is tossed by every adverse wind that blows across life's pathway. The firm man fearlessly meets them. He marks their power, and having withstood their shock once, he gathers strength from the encounter, thanking the fate which brought it on, as another means aiding him in the great work of soul culture.

He who has decision of character, is selected as the man eminently fitted for higher and higher missions still. Such a man is an active man; and, as it is the health of the body, so the bliss of a spirit is action. Society is almost always ruled by such men, while God himself entrusts his most important earthly missions to men of truly independent manly character.

If I am strong, I will not use my strength to crush my brother, but rather to lift him up, and make him feel that, though I may be a man, he, too, is a man, by virtue of a wise creation, for "God made all nature free."

A true man scoffs at the "divine right of kings;" and, as an American citizen, I am proud to own that mine is a land wherein men do not upon their brethren confer rights; but where all are equal before the law—heirs in common to the

great legacy of human freedom, bequeathed by men who possessed too much decision of character to be made the willing slaves of British tyranny.

* LIBERTY NOT LICENSE.

BY HENRY M'CORMICK.

In the progressive age in which we live, where all is action—"Onward" being the motto, both of individuals and nations—it is well that we pause occasionally, to see whither we are tending; to note whether we are nearing the normal condition of our race, or departing from it. And as we compare the past and present state of man, we rejoice to find that, on the whole, his course has been upward; that each succeeding century finds him becoming more and more like what God would have him—a free and intelligent being.

This is well; no doubt it is as our Creator meant it should be, when He gave us the ability to plan and to execute. And far be it from us to say any thing that might discourage men in their earnest struggles for liberty.

For we feel that

"Freedom all solace to man gives;
He lives at ease that freely lives.
A noble heart may have no ease,
Nor aught beside that may it please,
If freedom fail."

But there is a tendency in the mind to confound liberty with license. Indeed many men act as though they believed liberty to consist in doing as one pleased, instead of in strict obedience to salutary laws. No error can be more injurious to a nation's welfare, and to man's own happiness, than this. This misconception of liberty has, in all ages, been the chief agent in undermining the foundations of republics.

Men who have been ground into the dust, who have been unable to perform a manly act without bringing upon themselves the rage of the oppressor, on becoming rid of his yoke, have abused their privileges. And instead of placing themselves in harmony with all nature, they have plunged into excesses, foolishly thinking that they must thus compensate themselves for their former slavery. For this cause the French Revolution proved almost a failure, while, had the participants in it not mistaken licentiousness for liberty, it might have been a glorious success. The Republics of sunny Italy owed their premature death to the same cause. And our Mexican sister is constantly in the agony of revolution, because each of her children insists upon

* An oration delivered at the Commencement of the Normal University, June 25, 1868.

individual sovereignty, which is anarchy.

All true liberty must have law. Individual freedom must be restrained by the choice of the community, or state. And this restriction varies directly, as the number of individuals composing the community. If I live by myself, in some lonely glen, far removed from my fellows, I can hardly be said to be subject to the civil law, because nothing that I see fit to do injures any one but myself. But as soon as I have a neighbor, then I become subject to the law; for I have no right to do any thing that shall in any way work his detriment. And the more interests are brought together, the more is each individual restricted, until finally many of the rights of the individual are lost in the rights of the community. Yet liberty does not necessarily demand that all individual choices should be controlled. On the contrary, many of them may be carried into execution. Only such of them as are detrimental to the welfare of the community are restrained. So that it is the privilege of every man, in a Republic, to enjoy perfect freedom by his making the freedom of the many his aim in life.

But, says the man who has just escaped from the bondage of years, what, am I still to be under law? Are my actions always to be circumscribed and limited? Am I not a freeman? We answer, certainly you are a freeman, but in order to remain such you must place yourself in subjection to the law. Who is the free man? He who gives his passions a loose rein, and does as his appetite leads him to do, or he who governs himself? There is no slavery so abject as that in which the licentious live. For in such cases, the soul, the nobler part of man, is in chains.

Especially is there danger in this country that license may be taken for liberty. For our population is rapidly increasing by a steady wave of immigration. And many who thus come among us are men whose very souls have been crushed by injustice, and that, too, in the name of law; men who, for weary years, have been casting longing looks towards the New World, where man is his own law-maker. And now that they have reached the goal of their hopes, unless properly restrained, the danger is they will become slaves to more despotic masters than any they have as yet had—their own passions. And this is not surprising; for all through their lives, the poor and oppressed of all lands have heard of America as the home of happy freemen. Along the Rhine and the Shannon, how earnestly is the returned emigrant list-

ened to, as he tells of that country where every man may own a farm: where no barrier is thrown in any one's way to impede his upward march, but where every man may be a gentleman, even if he does not own a horse and carriage and twenty pounds a year; virtue and intelligence being the required credentials to that honorable distinction. Their imaginations having been thus fired, many emigrants come here with the erroneous idea that, because the country is free, there is no law. They believe liberty to be the reverse of tyranny, and, as in the homes of their fathers they were the vassals of exacting masters, here, they believe themselves entirely free from all restraint. This wrong idea of liberty prevails largely among the European peasantry, of whom the largest part of our immigration consists. And it is the sacred duty of all Americans to labor assiduously for its eradication, and for the instruction in the gospel of liberty, of those thus cast upon our shores.

But how impart this instruction? By merely setting an example? We certainly must do more than this, or prove recreant to our trust,—the preservation of this "City of Refuge" for the weary and down-trodden of the earth. We must liberate their intellects from the darkness of ignorance, and this can be done only by educating them. These men must be given to understand that this country is a free country to those only who obey its laws. Thus shall we mould much of the rejected materials of other nations into substantial columns with which to adorn and strengthen our national edifice. And what glorious work is thus assigned us by Divine Providence: the building up of a nation whose very name is the synonym of all that is dear and sacred to humanity. And not only shall we thus perpetuate our liberties, but we shall also develop men; men who love justice and value law as the preserver of freedom.

"Men who their duties know,
But know their *rights*; and knowing dare maintain.
Prevent the long-aimed blow,
And *crush* the tyrant while they *rend* the chain."

ENJOYING LIFE.

BY GEORGE H. KURTZ.

PHILEDES—a young man given to pleasure.
STUDIOSUS—a young man fond of study.

PHILEDES—I can not understand why you persist in confining yourself so closely to those books, instead of *enjoying* yourself as you should do.

STUDIOSUS—I am fond of study, my friend, and hence improve every oppor-

tunity that is presented. You ask me why I don't enjoy myself. Let me tell you that the word "enjoy" may have several meanings: you have your ideas of enjoyment; I have mine; this one his; and so it is. I am sure that my enjoyment is as great as could be desired by any one.

P.—That may be, but I don't see what pleasure one can take in shutting himself out from the world as you do. Study is good enough in its place, but too much of it is bad. What is the use of so much theory and no practice?

S.—My knowledge of every day life is as good as any one of my age could desire. Too much study is bad without doubt. A person may be so ardent in his pursuit of knowledge as to impair his health and render himself unfit for life. You ask what is the use of so much theory without practice. In the first place, learning refines the mind. It is impossible for one to grow richer and richer in learning without becoming better and better. In the second place, learning properly acquired is never lost. Though not immediately applied, the time will come when it may be used to a great advantage.

P.—That is true, I suppose. But a young man like you ought to *enjoy* himself more. I never see you out at an oyster supper, a card party or a ball. If you are offered a cigar in company, or asked to take a drink, you hurry off just as though you were afraid of getting hurt. Learn to be more sociable. Don't think so much of your money. Attend a ball once in a while, and learn politeness. Be more like the other young men around you.

S.—No, you never see me at an oyster supper. I have my meals at regular hours, and your suppers always come at a time when I prefer to be in bed resting from my work. I happen to know something about your card parties; enough to convince me that time can be spent to a better advantage than in attending them. It is true that you never see me at a ball. There is nothing wrong in dancing in itself considered. But there are two objections to attending balls. First: the society of the ball-room is, in many instances, bad. People of all sorts of character are thrown indiscriminately together, and if there is any evil present it will surely be manifested to the injury of many, if not all. Secondly: when one becomes fond of the pleasures of the ball-room, his time is so much occupied with them that he gives no attention to the serious matters of life. This should not be. The habit of smoking cigars, to say

the best of it, is bad. It injures the health, and takes from a person money that might be more profitably spent. I regret that present circumstances compel me occasionally to be among those who resort to intoxicating drinks. But is it at all strange that I should show no desire to stay where such persons are? Do you honestly believe that such indulgence will, in the end, result in good? You need not answer this now, but think upon it. If I am to learn how to be sociable and liberal from such persons, I prefer to remain ignorant in these respects. Do not tell me to go to the ball-room for the purpose of learning politeness. My experience has thrown me amongst the most polite people, and I am sure that they were never in a ball-room.

P.—Well, then, I suppose that *you* are willing to do away with enjoyment of all kinds.

S.—Not at all. But I *am* willing to do away with those numerous practices which give what many *call* enjoyment, but which, in reality, is any thing but enjoyment.

P.—I don't see how you can do it.

S.—Very easily. But if I were to tell you now, you would not understand it. How often do you attend oyster suppers?

P.—Three times each week.

S.—At what expense?

P.—One dollar each.

S.—You attend a ball once in two weeks, perhaps.

P.—Yes.

S.—And that costs you two dollars and a half. Besides this, you indulge daily in cigars and wine to the amount of fifty cents.

P.—Yes.

S.—Here then is spent seven dollars and twenty-five cents each week (Sundays excepted) for that which affords no benefit at all. This, in a year, would amount to nearly four hundred dollars. You receive three dollars per day for your work. At the end of the week you have a little more than ten dollars which you call your own, making no allowance for necessary expenses. And yet, you complain occasionally of bad health and hard times. Now, if you will throw off these bad habits, and learn to be temperate in all things, better success will attend you.

P.—But a person must keep up with the times, or else be counted nobody. You are not aware of the injury you sustain by persisting in such peculiar notions.

S.—I agree with you in saying that we must keep up with the times. The only

question is, "How ought we to do it?" Surely not by following out your plan. If a young man were so call me stupid and not fit to be in company simply because I refused to take a drink of wine or attend a card party, I should at once set him down as a poor judge in such matters, and avoid him as far as possible. I do not believe that my present course is injurious. If there are any who despise me for my "peculiar notions" as you term them, they are those whose opinions do not weigh very heavily. But let us return to our subject. You have told me your expenses per week for your so-called enjoyment. Now, if all the money thus spent were applied to the purchase of useful books—

P.—Yes, there is that old story again. I've heard it ever since I was a boy.

S.—I know it is old, but it is none the less good. This money, I say, could be spent in buying useful books, attending useful lectures, and in many other ways that would add to your happiness and to that of those around you. Besides, you expect soon to start in life for yourself. But do you with such habits consider yourself fit for the world? This question demands your most earnest attention. Think well upon what has been said, and resolve that you will henceforth lead a different life. There are many ways in which sober, industrious young men may prosper, and your chances will be as good as those of others. But I must leave you now, as duty calls me to another place. I hope soon to speak to you again upon this subject.

HISTORY OF A DRESS.

BY ELLA K. BRIGGS.

HANGING upon a chair by my side, is a dress. "Well! an odd commencement for a story," I hear you whisper. But listen. This is no modern, silken habiliment, with point lace and jewels to rustle in the breath of the zephyr. No. It is a simple, white calico, traced with a delicate pink vine and tiny flowers.

Go back with me, if you will, to the days of thatched cottages and sanded floors. Away back to the eventful '76. Glance through the latticed window of one of the before-mentioned cottages, situated among the hills of New England. Your eye may rest upon the graceful form of the village belle. 'Tis Sabbath eve. She has just returned from the church, has laid aside her broad-brimmed hat, and seated herself with an open book.

Cool, simple, and unconscious of her beauty, seems this maiden, as her eye

wanders dreamily from the page before her, out upon the green fields and snow-capped peaks in the distance. But a moment notice her costume. Do you recognize the dress? More pure and snowy-white perhaps, than now, yet the same style throughout.

But why that mantling blush, that coquettish smile, so suddenly lighting her features. Ah! I see. The new dress, or the grace of the one who wears it, has won an admirer in the tall, manly figure advancing. So we will retreat, lest our presence be discovered, and mar the enchantment of the hour.

Ten years later, through all the storm of war, oppression and final deliverance, borne on the passing years, there is a gathering of tried friends and companions in the same front room with latticed windows. But flowers adorn the walls, asparagus, with its crimson berries and green boughs, curtain the old fireplace. All is bright and glad, betokening festivities. The murmur of voices ceases, and behold, at the side of a manly form, our old friend, the calico, approaches. I see you know their story. The triumphant, coquettish smile faded, while the soldier fought, but to-night, with happy, beaming face, she proudly donned the maiden's dress, to christen it as a wife.

Twenty years, and the carefully preserved relic is again brought from its hiding place—the old red chest—and worn by the merry, mischievous daughter, to a gay evening party, where, in her quaint, ancient costume, she becomes the reigning belle.

Thus it was handed from family to family, journeying North, South, East and West, every where telling its story, and recalling associations of the long ago.

Fifty years have passed! No, nearly a hundred. Once more the old dress reappears, but this time in no cottage, nestled among the Eastern hills, nor in a gay village party, but in a brilliantly lighted hall, on one of the Illinois prairies, among the modern costumes of '68.

The old dress was sad in this gayety, lonely among so many strangers, and it begged in soft, inarticulate words, to be taken back to its dark garret. So we folded it, and with fond recollections, carefully laid it away from the dazzling vanities of the present age, and, turning the key against Time's destroyers, "left it alone in its glory."

Mrs. STOWE says that her brother, Henry Ward, in early boyhood was slow to learn and thick of speech, and that at the age of ten he could not write or spell decently, could not speak plainly, and, in fact, seldom spoke to any body.

**IT NEVER RAINS BUT IT POURS.*

BY C. E. WATTS.

PERHAPS no one has been a careful observer of our Illinois climate for a few years without feeling prompted to exclaim, "It never rains but it pours." But it may not have occurred to some, that this tendency to extremes is equally a controlling principle in a large part of the affairs of life. Whenever the energies are concentrated for a given purpose, that purpose is likely to be carried out farther than was originally intended.

It may be that a man, in the prime of life, full of noble aspirations, sets out to make a fortune. At first he has no other motive in view than that his wealth may minister to his moral and intellectual wants. He would delve deep in the mine of knowledge, and soar high in the realm of fancy. He has tastes which he would cultivate, and affections which he would gratify, and to do this he would have wealth.

But, as the years pass on, and his efforts are crowned with success, that which was at first a means, becomes the end of his life. Had he possessed wealth in the early part of his career, he might have used it for the benefit of himself and the world; but now the strife for it has taken such complete possession of him, that he is, as it were, made over by it. Wealth pours in upon him, but the capacity to enjoy it, or to use it for noble purposes, is gone. No sooner does the shower fairly set in, than it becomes a pouring flood.

This principle is also a ruling one in the pursuit of good. He who makes it the one object of his life, to accomplish good, always secures results greatly beyond his expectations. And yet he is probably never any nearer the attainment of his object than when he begins his work. At the first, his aspirations are commensurate with his powers; but as he makes one achievement after another, his ability to perform is increased, and his hopes are correspondingly higher.

It is one of the wisest arrangements of an all-wise Creator, that man may never reach the goal of his desires. Not that it continually retires at his approach, like the rainbow from the admiring child, leaving only disappointment and despair, but that rather when possessed, it only strengthens his desire for something nobler and better, as the receding horizon from the traveler, though he may reach the point which is now the limit of his vision, and receive from it all the enjoy-

ment which it promised, yet shows him that he is no nearer the sky than before. Or, as the fairest blossom on a beautiful tree, which is no sooner secured than it is surpassed by another but just unfolding. So what he at first regarded as the end of his journey, becomes only a pleasant resting-place from which to proceed with renewed vigor to a goal still further on.

It is then to this tendency when once started in a certain direction, to continue in it far beyond the original intention, that the world is indebted for its noblest achievements. It is one of our most potent influences for good. Well is it for humanity that in great moral enterprises powerfully and persistently prosecuted, "It never rains but it pours."

Would that this were all, that the powers for evil were not helped on by the same law. But this may not be. As long as temptations resisted, and difficulties overcome are our greatest sources of strength, so long must the yielding to them be our greatest weakness. The same endowments which make it possible for man to soar heavenward, must, if wrongly used, make his fall possible. Hence greater depths of sin are reached than would otherwise be.

Probably no crime was ever committed from which the soul of him who committed it would not at one time have recoiled with horror. But, beginning with the milder forms of vice, the unhappy victim of temptation has gradually sunk to the depth which he now occupies.

How important then that the right course be given to the inclinations and desires of youth. How fearful the responsibility of directing them. And to whom is the duty of pilot so often intrusted as to the teacher. It is he who must give warning of the rocks and shoals ahead, or, by neglecting to do so, become responsible for the shipwreck.

This thought should lead us, as teachers, to double vigilance. We should see to it that each of our habits, of which we are but a bundle, be such as shall in no way detract from our character as perfect men and women. Thus may we exert an influence which shall so prepare our pupils for the duties which await them, that we shall find consolation and safety in the reflection that, in the formation of moral character, "It never rains but it pours."

LORD BROUGHAM once gave this recipe against confusion in extempore speaking, and for finding the next passage: "When you are speaking always try to think that you can see semi-colons between your phrases."

THE LEAF.

DR. J. A. SEWALL.

WE purpose to speak of the Leaf. We boast of our rich soil, of our magnificent forests, of our monster crops, of our vast deposits of coal that energize machinery in a thousand ways. But where is the worker that made for us this deep rich alluvium, these vast crops of corn and wheat, that covers the plain with luxuriant grass and beauteous flowers, that builds up the great forests, that made the inexhaustible coal-beds? Where is the maker of all these? What powerful agent wrought this mighty work—where is its place? Where amid the deep-hidden mysteries of nature and her forces shall we seek and find the worker that has accomplished all this? Can the chemist determine? Can the philosopher tell us what, and when, and how? Have these privileged interrogators of nature seen and known? Ah, we have all seen, we may all know. The green leaf is the laborer, the worker. And looking out upon the face of the broad earth, there is not a tree or a shrub, from the gigantic cedars of California to the most delicate moss-cup, but has been built up by this green leaf. Away down the ages, anticipating man's wants, it built up, and stored away in the caverns of the earth, the coal that cheers our homes; that urges the steamship through storm and wave; that drives our locomotives with fearful speed over the continent; that energizes machinery in a thousand forms and for a thousand ends, in our great manufactories. More than this: the whole animal creation—from the lowest aculeph to God's crowning work on earth,—the whole half-million of species and the countless myriads of individuals, depend for their existence, directly or indirectly, upon this apparently feeble instrument—this fragile agent. Utterly destroy the whole human race, let it be annihilated from the face of the earth, and the course of nature need not necessarily be radically changed. A little readjustment, a little reconstruction, would be all that is necessary. But strip from tree and shrub and herb the leaf (the trees and shrubs and herbs themselves may be left untouched), and the whole organic world would be utterly, completely destroyed. No beast would walk the plain or roam the forests, no bird float in the air, no fish would people the ocean or lake or stream, no insect hum, no verdure bloom. The streams even, would be dried up, and the broad earth's face be one vast Sahara. The organic would die, and naught be left but

* Read at Commencement, Normal University, June 25th, 1868.

the dead, pulseless, inorganic world—even as it was myriads of ages ago, at “the evening of the second day.” Verily, the green leaf is the *Alma Mater* of the organic world.

* * * * *

The leaf is a worker, too, in another field of labor, where we seldom look, where it exhibits its unselfishness, where it works for the good of man in a most wonderful manner. It carries immense quantities of electricity from the earth to the clouds, and from the clouds to the earth. Rather dangerous business, transporting lightning. I think it would be considered contraband by the United States or Merchants' Union, or any common carriers. But it is particularly fitted for this work. Did you ever see a leaf entire as to its edges? It is always pointed, and these points, whether they be large or small, are just fitted to handle this dangerous agent. These tiny fingers seize upon it and carry it away with ease and wonderful dispatch. There must be no delay, it is “time freight”. True, sometimes it gathers up more than the trunk can carry, and in the attempt to crowd and pack the baggage the trunk gets terribly “busted”, and we say that lightning struck the tree; but it had been struck a thousand times before; this time it was overworked. As we rub a stick of sealing-wax or a glass tube with a warm silk handkerchief, so the air is always rubbing over the face of the earth with greater or less rapidity. And what a huge electrical machine. As we guard our roofs from the destructive action of the lightning, dashing to the earth, crashing, rending, burning in its way, by erecting the lightning-rod, whose bristling points quietly drain the clouds, or, failing to do this, receive the charge and bear it harmless to the earth, so God has made a living conductor in every pointed leaf. Every blade of grass, pointed by nature's exquisite workmanship, is three times as effectual as the finest cambric needle; and a single twig of leaves is far more efficient than the metallic points of the best-constructed rod. What, then, must be the agency of a single forest in disarming the forces of the storm of their terror! Nature furnishes the lightning, and it furnishes the lightning-rods. Take a hint: plant trees, leave the copper for better *cents*; patronize the nurseryman not the hardware man. Twenty-five thousand dollars have been expended in the city of Bloomington for lightning-rods. If this money had been expended in trees, how much beauty and comfort, as well as security from electric shocks, it would have given our suburban friends.

SMILE AND BE CONTENTED.

The world grows old, and men grow cold
To each while seeking treasure,
And what with want, and care, and toil,
We scarce find time for pleasure.
But never mind, that is a loss
Not much to be lamented:
Life rolls on gaily, if we will
But smile and be contented,

If we are poor and would be rich,
It will not be by pining;
No, steady hearts and hopeful minds,
Are life's bright silver lining.
There's ne'er a man that dared to hope,
Hath of his choice repented:
The happiest souls on earth are those
That smile and are contented.

When grief has come to rack the heart,
And fortune bids us sorrow,
From hope we may a blessing reap,
And consolation borrow.
If thorns shall rise where roses bloom
It can not be prevented;
So make the best of life you can,
And smile and be contented.

WHAT IS THE DECIMAL SYSTEM?

THE Decimal System of numbers is a plan in which ten units of any order always make one of the next higher.

Avoid saying, “Ten units of a *lower* order make one of the next higher.” This is false. A “lower order” than what? “next higher” than what? Even if held to be true, the definition is too wordy.

We have known the following to be approved: “The Decimal System is that in which the numbers increase from right to left in a ten-fold ratio.” To this there are serious objections. First, the word “numbers” properly implies, as here used, all (decimal) numbers whatsoever. Now 7 is a number. So also are 6 and 3. But who will assert that in 763 these three numbers increase from right to left in a ten-fold ratio? Perhaps we shall be told that though the statement in regard to “the numbers” is false, yet the successive *units* do thus increase. This is true or false, as you please to take it. If, as is usual in reference to other arithmetical questions, we compare the increase, or *gain*, with the original, the statement is false: the increase is *nine*-fold; for we add to each unit *nine* to make the next higher. In order that we may find truth in the statement, we are obliged to compare the increase with the result of increase—a step not contemplated in other ordinary processes of arithmetic. He who sells for \$100 an acre of land that cost him \$10, does indeed *sell* for ten-fold the cost; but he does not realize a ten-fold increase.

Another objection to the statement we are considering is, that it anticipates a definition of “ratio”—a word not defined

at this stage of study, and usually ill-defined, at best. Let us, then, hold to the simple and unambiguous statement—TEN UNITS OF ANY ORDER MAKE ONE OF THE NEXT HIGHER.—*Prof. T. Metcalf.*

A BAD SPELL.

At a gathering of teachers in Illinois, the name of a common disease was spelled in *twenty-four* ways, as follows:

- | | |
|------------------|------------------|
| 1. Erysippalas, | 13. Eresipelas, |
| 2. Erysipilis, | 14. Eresyplas, |
| 3. Erysipalis, | 15. Eresypilas, |
| 4. Erisypelas, | 16. Erisipelas, |
| 5. Erycepelas, | 17. Erecypelas, |
| 6. Erycipelas, | 18. Eresyipelas, |
| 7. Erysipilas, | 19. Eryssypelas, |
| 8. Eresypelas, | 20. Iricipalons, |
| 9. Eryesipelas, | 21. Aeccepilas, |
| 10. Eresyppelas, | 22. Eresyppelas, |
| 11. Erysepilas, | 23. Iricipalas, |
| 12. Erecipilous, | 24. ERESYPELAS. |

WRITTEN SPELLING.

WHEN a pupil is sufficiently advanced to write with legibility, there are certain great and obvious benefits to be derived from the method of spelling by writing. For this purpose a blank book, suitably prepared, should be employed. A definite lesson having been assigned, the pupils with pen and ink should write down the words as they fall from the teacher's lips, being careful to syllabicate properly. The simple statement of the principal advantages of this method will commend it to every thoughtful teacher.

1. By this method the child is spelling in the way, and *almost the only way*, that he will be required to spell as an adult, in his letter-writing, keeping accounts, etc.

2. Instead of spelling one word or two, as in Oral Spelling, *each pupil does all the work*.

3. The pupil is thrown more certainly upon his own independent resources. There is less opportunity than in Oral Spelling for obtaining assistance from another pupil.

4. As an incidental advantage not to be overlooked, the hand writing is cultivated.

Here, as in all other departments of the teacher's duty, the pupils must be *held rigorously to the work*. The carelessness and indifference of teachers are, after all, the prime causes of the bad spelling now so sadly prevalent.

It is safe to say that no subject of school study demands more attention in the schools of Illinois to-day than Spelling, and the true teacher, recognizing this fact, will leave no means untried to correct an almost universal evil. Defer the *-ometrics* and the *-ologies*, if need be, to a later period. Do not labor upon the upper stories of the educational edifice, until its foundation-stones have been securely laid.—*Prof. A. Stetson.*

THE N. Y. *World* has a fancy for mixed metaphor, as for instance, this classic sentence in a phillipic against negro suffrage: “Better look, therefore, ere crystallizing this savage suffrage into organic law lest it turn again and rend you” It requires a strong imagination to conceive of a crystal made from suffrage, turning and rending any body.

The Schoolmaster.

NORMAL, ILL., AUGUST, 1868.

This periodical is published monthly at ONE DOLLAR per annum, in advance. Original contributions will be gladly received. Communications relating to the editorial management should be addressed to

ALBERT STETSON, EDITOR, NORMAL, ILL.

CHANGE OF BASE.

The publication office of THE SCHOOLMASTER is now permanently located in Normal, Ill. Our friends will bear in mind that henceforth all communications with the publishers of this paper should be directed to

JOHN HULL & CO., Normal, Ill.

CHURCH, GOODMAN AND DONNELLEY, PRINTERS,
108 & 110 Dearborn St., Chicago.

OUR PAPER.

FROM the many courteous words of our brethren of the press, we venture to publish a few:

"We have received the first number of THE SCHOOLMASTER, published at Normal, and edited by Prof. Stetson. It takes the place of the *Normal Index*, and is intended to be, as stated by the editor, an educational periodical, and the official journal of the Normal University. The first number is well filled with interesting matter, and the known ability of its editor assures its subscribers that all reasonable expectations will be satisfied. As giving a record of the school, it will be especially valuable to all past members, and will doubtless be gladly welcomed by them."—*Illinois Teacher*.

"THE SCHOOLMASTER is the name of a new educational monthly, published at Normal, Ill., by John Hull & Co. THE SCHOOLMASTER is the successor of the *Normal Index*, and is under the editorial management of Mr. Albert Stetson, of Normal. It is exquisitely printed, and well filled with educational matter."—*Chicago Post*.

"It is printed on good paper, well executed, and furnished at one dollar per annum in advance. It has every feature of an interesting document to the teacher."—*Central Illinoisian*.

"Editorially conducted by Prof. Stetson, of the Normal University, of whom Normal students retain the pleasantest reminiscences, THE SCHOOLMASTER is indispensable to former students, and is worth the money to any one."—*Prairie Enterprise*.

"'THE SCHOOLMASTER.' We welcome to our table the new monthly of the above title, published at Normal. Its name indicates its mission, and it is a journal of more than ordinary merit, and very neat typographical appearance, for which it is indebted to Messrs. Church, Goodman & Donnelley, Printers, Chicago. * * * We recommend the SCHOOLMASTER to all who have homes and children. If carefully read and its lessons treasured, it will form a true schoolmaster. We wish the new paper the greatest success. It has its mission, and we have ours, and they are not conflicting."—*Bloomington Pantagraph*.

"It is, in all respects, a very creditable monthly, its typographical appearance unexceptional, and its character gives evidence of usefulness."—*Bloomington Journal*.

"We gladly welcome it as a co-laborer in the great educational field. While it gives, as the official organ, full mention of the events transpiring in the University, it takes a wider range, and discusses in a lively style any matters of educational and

scientific interest. The style in which the publishers, John Hull & Co., Normal, issue it, is unexceptionable. We feel assured that any who are disposed to welcome the SCHOOLMASTER to their tables, will find it an instructive and interesting guest."—*Illinois Teacher* (second notice).

We have discovered articles from our columns in several of our exchanges, and in a few instances without credit.

The number of our exchanges is rapidly increasing, and we already welcome to our table the best educational and literary publications of the country.

THE MEMORIAL TABLET.

WE are authorized to announce that encouraging progress is making in the collection of funds for procuring a Memorial Tablet, or other suitable monument, to the memory of the Normal students, who laid down their lives in the cause of our country, during the late war. A full statement will appear hereafter.

EXCHANGES.

THE *Atlantic*, *Harper* and *Eclectic*, for August, are numbers of unusual merit. In the multitude of new claimants for popular favor, there seems little danger that the old favorites will be superseded. The *Nation* (weekly) is as able and caustic as ever. At times a little too autocratic in tone, it surely stands at the head of American weeklies.

STATE TEACHERS' INSTITUTE.

THIS body assembled for a session of two weeks at the Normal University, on the 3rd of August, the number of teachers present reaching 100 the first day, with the prospect of a large increase. The Institute was organized by the re-election of R. Edwards, President; W. L. Pillsbury, Secretary; and E. C. Hewett, Treasurer.

The exercises are conducted for the most part by the teachers of the University, with some assistance from abroad.

The Constitution of the Institute, adopted August 1, 1864, is given herewith for the information of all interested.

CONSTITUTION.

ARTICLE 1. This association shall be known as The Illinois Teachers' Institute.

ART. 2. The object of the Institute shall be the improvement of its members in the science and art of teaching.

ART. 3. All school officers, teachers, and those proposing to teach, who are in good standing, shall be entitled to membership.

ART. 4. The officers shall consist of a President, one Vice President for each

Congressional District in the State, Secretary, and a Treasurer, who shall hold their offices for one year, or until their successors shall be elected; and these officers, together with the State Superintendent of Public Instruction, shall constitute an Executive Committee.

ART. 5. It shall be the duty of the President to preside over the meetings of the Institute, and to call meetings of the same at the request of the Executive Committee.

ART. 6. In the absence of the President, it shall be the duty of the senior Vice President to preside.

ART. 7. It shall be the duty of the Secretary to keep a record of the proceedings of the Institute.

ART. 8. It shall be the duty of the Treasurer to receive and disburse all funds, under the direction of the Executive Committee.

ART. 9. It shall be the duty of the Executive Committee to determine the time of holding the sessions of the Institute, and to make all necessary arrangements for conducting them.

ART. 10. The sessions of the Institute shall be held at the Normal University.

ART. 11. This Constitution may be altered or amended at any regular session by a majority vote.

GEOGRAPHY.

A guiding principle in the study and teaching of Geography, is the fact that it is utterly impossible to learn all there is that might be known—the details of the study are absolutely endless. Humboldt, with all his vast learning, must have died ignorant of many details familiar to any intelligent American school-boy. If, then, *all can not be known*, it is of the first importance that those facts which are to be learned should be well selected, that they should not be too numerous, and that, when once selected they should be thoroughly learned; and the pupil should be so drilled in them that they will be his, for all time. Of course, every author makes a selection when he prepares a text-book on Geography: usually, however, these selections are quite faulty; generally, too many places are shown on the map, and too many unimportant places are asked for, in the map questions, while, almost always, some very important things are omitted. Similar criticisms may be made respecting the text itself. Let the teacher, then, if he sees fit, direct his class, when he assigns their lesson, to omit such things in the book, or on the map, as he deems unimportant, and let him supply any thing of impor-

tance that is lacking. Thus, the pupil will understand precisely what he is expected to learn. Then, let the teacher insist that his recitation of those things assigned, shall be complete, exact and prompt. In reciting, not a particle of help should he receive from map or teacher, or from any other source, and not an iota should he be allowed either to omit or to be in doubt about. If his information is not so exact and ready that he can recite with the utmost accuracy and promptness, just after studying his lesson, it certainly is not so completely his, as to be retained for all time. Furthermore, each new lesson should, in some degree, include a review of what has gone before, so that each advance, however short it may be, shall be in reality a new step forward—shall increase the sum total of the pupil's knowledge.

—Prof. E. C. Hewitt.

LITTLE versus BIG WORDS.

THE following ingenious lines by the late Prof. A. J. Alexander, illustrate the force of simple languages. Polysyllables stump us in Johnsonian periods, but for words that hit the mark, give us the Saxon words of single sound:

MONOSYLLABLES.

I.

Think not that strength lies in the big round word,
Or that the brief and plain must needs be weak.
To whom can this be true who once has heard
The cry for help, the tongue that all men speak,
When want or woe or fear is in the throat,
So that each word gasped out is like a shriek
Pressed from the sore heart, or a strange wild note,
Sung by some fay or fiend? There is strength
Which dies if stretched too far or spun too fine.
Which has more height than breadth, more depth
than length;
Let but this force of thought and speech be mine,
And he that will may take the sleek fat phrase,
Which glows and burns not, though it gleam and
shine—
Light, but no heat — a flash but not a blaze!

II.

Nor is it mere strength that the short word boasts;
It serves of more than fight or storm to tell,
The roar of waves that crash on rock-bound coasts,
The crash of tall trees when the wild winds swell,
The roar of guns, the groans of men that die
On blood-stained fields. It has a voice as well
For them that weep, for them that mourn the dead;
Nor them that laugh, and dance, and clap the
hand
To joy's quick step, as well as grief's slow tread,
The sweet plain words we learned at first keep
time,
And though the theme be sad, or gay, or grand,
With each, with all, these may be made to chime,
In thought, or speech, or song, or prose, or rhyme.

—The Household.

ALEXANDER SMITH, the poet, had a friend who criticised him after this honest Scotch, and not altogether inappreciative

fashion: "I like ye weel, Sandy, and that ye weel ken; but as for yer poetry, as ye ca' it! sae help me God, I mak' but little o't. It may be poetry; I'm no sayin' it is na; the creeties say it's poetry, an' nae doot they sld ken; but it's no my kind o' poetry, Jist a blather o' braw words, to my mind, an' bit whirly-whas they ca'd eemages."

RING THE BELL SOFTLY.

Some one has gone from this strange world of ours,
No more to gather its thorns with its flowers;
No more to linger where the sunbeams must fade,—
Where, on all beauty, death's fingers are laid;
Weary with mingling life's bitter and sweet,
Weary with parting and never to meet,
Some one has gone to the bright golden shore—
Ring the bell softly, there's crape on the door!

Some one is resting from sorrow and sin,
Happy where earth's conflicts enter not in;
Happy as birds, when the morning is bright,
When the sweet sunbeams have brought us their
light;

Weary with sowing and never to reap,
Weary with labor, and welcoming sleep—
Some one's departed to Heaven's bright shore.
Ring the bell softly, there's crape on the door!

Angels were anxiously longing to meet
One who walks with them in Heaven's bright street;
Loved ones have whispered that someone is blest;
Free from earth's trials, and taking sweet rest.
Yes! there is one more in angelic bliss—
One less to cherish, and one less to kiss;
One more departed to Heaven's bright shore,
Ring the bell softly, there's crape on the door!

THE PROFESSIONAL TEACHER.

THINGS are so much at cross purposes in this world that the professional teacher, who ought to be one of the most philosophical of men, is very often the least so. Outside of the school room, the teacher who wishes to affect his fellow creatures not unpleasantly should guard against the wish to make himself intelligible to the meanest capacities, against a trick of reiteration which tells better on infants than on grown people, and a too confident self-assertion.—*Nation*.

PHONIC ANALYSIS.

HE who has not the habit of ready and exact delivery of words can not be a good reader. Under the most favorable circumstances, it is probable that a young person might form this habit almost unconsciously. It is certain that very few do, however, and we need not marvel that such is the fact; for, a little consideration will convince one that it is much easier to introduce a single false, or falsely related sound into a word than to give to each its true character and just proportions. To acquire a correct pronunciation, the syllables, and even the elements of syllables, must receive careful study. A perfect whole implies attention to details. There is nothing so small that it may not deserve esteem on account of its relations. Let us consider

AN ELEMENTARY SOUND, OR VOCAL ELEMENT.—A part of human speech

which can not be separated into two or more unlike sounds is an *elementary sound*. Thus when we utter each of the words, *ah, aice, oh*, we produce a sound that can not be separated into unlike sounds. In speaking the words *all, oak, aim*, each impulse yields two elements, two sounds which are not separable into sounds unlike. * * * * *

SUGGESTIONS.—1. The ear, and not the eye, should be questioned as to the elements of a word. Few pupils observe, until their attention is especially directed to the matter, that the *d* of final *ed* preceded by a non-sonant has the 'sound of t', or that the terminal *s* of plurals, verbs, and possessives, has the 'sound of z' whenever immediately preceded in the same spoken syllable by a sonant. Thus, *milked, verbs, loves, June's*.

2. In oral analysis insist upon a plan: Let the pupil, first, pronounce the word *very distinctly*; secondly, utter separately the elements of the first syllable; thirdly, pronounce that syllable; and so on—observing, with every added syllable analyzed, to pronounce so much of the word as has been thus framed into syllables. If in this way such words as *auxiliary, generally, cupola, extraordinary, participle, arithmetic, realization*, are not brought within the ready voicing of the pupil, require the syllables to be variously parted, insisting throughout upon keeping the proper relations of accent. Thus: eks-trôr'; di-nä'; di-nä'ri; trôr' di-nä' ri; eks-trôr' di-nä'ri. Much attention should be given to oral syllabication.

3. Make use of appropriate written characters to represent the elements of words. Evidently, more work can thus be done; but, better than that, the pupil is led to work more intently and resolutely at the phonic problems when he is to record his judgments.—*Prof. Metcalf*.

GOOD WRITING ESSENTIAL.

THE following article, taken from a late number of one of our religious weeklies, contains so much truth that we feel that we shall do our readers, of both sexes, a good service by helping to give it a wide circulation.

"Great stress is laid upon the favorable opportunities now existing for the education of girls. There is truth in the claim; but there are branches of female education of the first importance to them and to their friends which are sadly neglected. I allude to good writing and good reading.

"The first is an essential thing to any young woman, and, when possessed, will frequently be highly appreciated, and enable its possessor to realize numerous advantages. But there are very few young women, who, on leaving school, are able to write a plain hand or to dictate a good letter; and yet, sooner or later, a woman is called upon to show her capacity in both these respects. There are ample opportunities at this time, and all times, for young women to obtain honorable and lucrative employment, if able to write a neat, compact, business-like hand. I had occasion recently for one who could copy neatly some plain

documents. To my advertisement there were over one hundred responses. Of the whole there were not three who could write a creditable hand. The writing of many was ungrammatical; of others almost illegible—and only one was really first-class writing. Too little attention is given to this branch of education by both sexes in our common schools and seminaries. In the rush for French, Italian, Moral Philosophy, Chemistry, etc., the obvious need of a good hand-writing is overlooked. Our teachers and their scholars should recollect that this accomplishment is one of the first importance; and if more frequently possessed, would enable young women to serve more acceptably and profitably as book-keepers and accountants than at present. If women were better writers, they would have more writing to do and at better rates than now.

HISTORY.

SOME follow the book slavishly, requiring just what it gives—no more, no less. Others discard the use of books entirely. Probably, the true course lies between the two extremes, as it usually does. Books should be used as instruments, not as masters; a teacher should know more about every subject he teaches than his text-book contains.

The characteristics of a good text-book on history will vary with the age of the student for whose use it is designed. For quite young students we need fewer dates and a less rigid outline, but more stories and a more entertaining style. Willson's United States history is an excellent book for older pupils, but useless for young children, while Berard's is well suited to their use. Histories for pupils of every grade should be well supplied with geographical and biographical notes, good maps, and pictures of remarkable persons and buildings. These will help much to make the study a *reality*; but the disgusting pictures of battles almost never teach any thing.

The language of the book should not generally be required, but its facts and thoughts the pupil should be able to give in his own language, and without waiting to have them called forth by any given series of question. If the book contains questions, they may aid the pupil in *learning* his lesson, but should not aid him in *reciting* it. There may be, however, passages of such importance, or such surpassing force or beauty, that the teacher will desire to have them committed to memory. In that case, let the pupil understand beforehand, fully, what you will require; then insist on an *exact* repetition.—*Prof. Huet*.

READ, AND YOU WILL KNOW.

THE great object of the primary school is acknowledged to be, not so much to furnish the pupil with the little learning set down in the primers, as to put him in the way of acquiring knowledge for and by himself—to put him in that state of mind which will impel him to go on and on, growing in knowledge and wisdom so long as he shall live.

That this object is not attained, as a rule, is sadly apparent. The great mass of children, on leaving school, do not go in the way in which they have been started. Their circumstances in life make it all but impossible for them to do so if they wish to, which few of them do; and the few that do become eminent for ability or learning, owe it less often to their continuing in the way of the schools than to their striking out in a way of their own, for which their schooling too often affords them little or no preparation. Thousands, painfully conscious of the inadequateness of their school-training, attribute their lack of knowledge, and of ability to get knowledge, to some deficiency in the amount of their schooling, not to any fault in the quality of it. Others, with the same experience, do not hesitate to charge the cause directly to the inadequateness of the school course to secure the end nominally sought for; and they are more than half right. The artificial methods of the schools, the artificial standards which they set up, and their suppression of some of the most precious of the instincts of childhood, are great, if not the causes of the many failures in life that education, so-called, seems powerless to prevent.

The ordinary pupil enters school with a greater or smaller, but never insignificant, stock of facts and experiences, which have come to him in the natural way. He has senses untrained but not inactive, and mental faculties, likewise untrained, but not less active to far as they have been developed. His hunger for knowledge has been aroused, but not satisfied.

Does the school accept the foundation thus laid, and build on it—endeavoring at once to stimulate and to satisfy the child's natural desire for knowledge, and to train all his faculties to alertness, activity, and certainness of action? Not at all. It ignores his first steps, disregards his natural desires, and frowns upon his habits. It puts a book into his hands and says: "This is A. You learn this letter and all the other letters, and by-and-by you will be able to read. 'Read, and you will know.'"

The child sets to work, more or less diligently, to master the conventional signs by which he is to be made a participator in the recorded experiences of others. But it is dull work, and the promised knowledge is afar off. Meanwhile he has a restless desire for experiences of his own getting. The world is new to him, and a thousand curious and wonderful things are everywhere inviting his notice. But he must not look at

them. Seeing things and thinking about them conflict with the task in hand. Inattention to the printed page—which is commonly rapt attention to something else—is a violation of the school code not to be forgiven. As a dutiful pupil, the child must abandon his skirmishing with nature, and fall into line for *drill*. So he shuts up his senses—stultifies himself. Perhaps he comes so abnormally stupid that he can study a spelling lesson on the way to school, or with introverted vision repeat the multiplication-table in the very face of the sun. But by the time he has brought himself to this deplorable condition and become, in common school parlance, a promising student, his school-life ends, and he goes to work for a living. He may now be able to spend some few minutes a day in what is called study, but under many disadvantages. He has ten opportunities for gaining knowledge by direct observation to one by reading. But he has been taught to *read*, if he would know. He is not in the habit of seeking knowledge at primal sources, and is almost incapable of accurate and intelligent observation. So, unless he begins again, and re-acquires what his school training took from him or suppressed, he goes through life deaf and blind, acquiring only what is thrust upon him, and with a whole world to learn from, is ever regretting his lack of opportunities.

"Read, and you will know," is not bad advice, provided the knowledge desired can really be got that way, and in no way more directly. But, unfortunately, the most of those who have assumed to make books for the instruction of the young have read for their knowledge the books of other would-be teachers, who read for theirs. And as the original writers not unfrequently wrote what was not true, the successive generations of readers have read *not* to know. And the habit of mind begot by a continual turning to books for information has been any thing but favorable to the discovery of new knowledge, or the correction of old errors.

Learning to read is a necessary, but not necessarily the first, step in education. Habits of accurate and intelligent observation, quick-wittedness, common sense founded upon a knowledge of common things and phenomena, and a restless desire to know—which is the birthright of every child—are worth more without the ability to read, than the ability to read is without them; and we doubt the wisdom of any course of elementary instruction which neglects the former to devote the whole time and attention to the latter; especially since it has been demonstrated that all that is now taught in the primary schools can be more quickly and easily imparted when the chief attention is given to other and more important elements of education.—*American Educational Monthly*.

REVIVAL OF OBSOLETE WORDS.

THERE is at present a very strong tendency to the revival of obsolete English and Anglo-Saxon words, and the effect of an increasing study of our ancient

literature is very visible in the style of the best prose, and more especially poetic compositions of the present day. Our vocabulary is capable of great enrichment from the store-house of the ancient Anglican speech, and the revival of a taste for Anglo-Saxon and early English literature will exert a very important influence on the intellectual activity of the next generation. The pedantry of individuals may, no doubt, as the same affection has done in Germany and Holland, carry puristic partialities to a length as absurd as lipogrammatism in literature, but the general familiarity of literary men with classic and Continental philology will always supply a corrective, and no great danger is to be apprehended in this direction. In any event, the evil will be less than was experienced from the stilted classicism of Johnson, or the Gallic imitations of Gibbon. The recovery of forgotten native words will affect English something in the same way, though not in the same direction, as did the influx of French words in the fourteenth century, and of Latin in the sixteenth; and the gain will be as real as it was in those instances. But it is not by an accession of words alone that the study of Anglo-Saxon and ancient English literature is destined to affect that of the present and coming generations. The recovery of the best portion of the obsolete vocabulary will bring with it not only new expressiveness of diction, but something of the vigor and freshness of thought and wealth of poetic imagery which usually accompanies the revival of a national spirit in literature.—*From Marsh's Lectures on the English Language.*

BEAUTIFUL AND TRUE.—In an article in Frazer's Magazine, this brief but beautiful extract occurs: "Education does not commence with the alphabet. It begins with a mother's look—with a father's smile of approbation or sign of reproof—with a sister's gentle pressure of the hand, or a brother's noble act of forbearance—with birds' nests admired and not touched—with creeping ants and almost impassible emmets—with humming bees and great bee-hives—with pleasant walks and shady lanes, and with thoughts directed in sweet and kindly tones and words to nature, to acts of benevolence, to deeds of virtue, and to the source of all good—to God himself."

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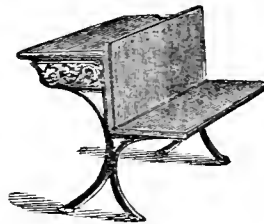
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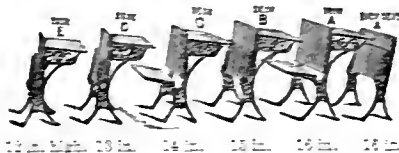
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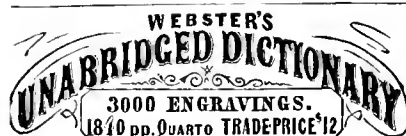
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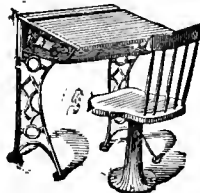
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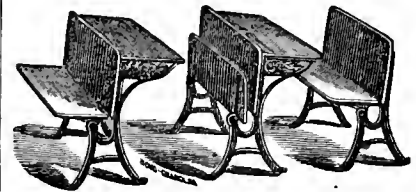
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A Journal of Education, Literature, and News.

VOL. I.

NORMAL, ILL., SEPTEMBER, 1868.

No. 5.

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DUTIES OF EDUCATIONAL MEN.

BY R. EDWARDS, LL.D., PRESIDENT OF
ILLINOIS NORMAL UNIVERSITY.

It has been the fashion, in times past, for the educational interests of our state to be subordinated to all else. Partisan measures, the private interests of greedy men, the prejudices of the ignorant, and even the demands of the vicious, have been considered worthy of the respectful attention of politicians. And when all these interests have been conciliated, if there has been time or money remaining, and if the educational men have been sufficiently submissive and cringing, then, perhaps, an infinitesimal amount of the time of our legislature, and of the public funds, have been turned in the direction of the education of the people. Bitter denunciation has been heaped upon men in some portions of our state, simply because they have had the temerity to ask for improvement in school houses, and in the character and attainments of teachers. Institutes, attended by teachers, at great expense, for mutual improvement, have been stigmatized as mere conspiracies for the increase of wages. Normal schools have been characterized as contrivances for maintaining certain persons in *idleness*. (We should rejoice to see some of these croakers "put through" our University. It would do them good.) Faithful and laborious educational officers have been disparaged exactly in proportion to their faithfulness and the amount of work

they performed. In short, every honest and earnest effort to improve the character of schools and teachers has been opposed by all manner of misrepresentation, appealing to ignorance and prejudice.

And something of this still remains. Educational men are still expected to make a sort of apology for any attempt of theirs to awaken the community to an increased interest in this great enterprise. There is yet much talk about the vast expenses of our schools. Millions of dollars are appropriated, promptly and lavishly, by our legislature for a penitentiary, or a new state house, but the smallest pittance, given to the Normal University, awakens the most agonizing cry against extravagance.

All this has been endured without complaint by the educational men of the state. They have taken what has been given them, and have endeavored to eke out, by their own unpaid exertions, the inadequate instrumentalities put into their hands. Great results have been achieved, but it has often been by the earnest labors of men and women who did not measure their toil by the pay they got.

Nor do we now propose to complain of this state of things. But we do propose to state the facts, and to show some reasons why the friends of schools should be somewhat more aggressive and decided than they have been heretofore.

The real public sentiment of this state is overwhelmingly in favor of education. The croakers are very noisy and abusive, but they are weak in intellect and numbers. The people desire to be taxed for the support of schools. On this point we have not the slightest fear. Every portion of the state furnishes irresistible proof of it. Within the last three years there has been vast progress. School houses have been built that would be a credit to the oldest and most enlightened communities. Excellent teachers have been procured by the only method that can be effective in commanding the best talent—namely, by paying good salaries. We have therefore every thing to encourage us in the actual state of the public opinion.

We therefore urge the "school men" to be vigorous, earnest, hopeful. Be not cowed, or dismayed, or put out of confidence, by the senseless clamor of the old fogies. Most of those who oppose our educational institutions are ignorant. All are prejudiced, and many of them belong to the purlieus of low saloons, and other places of similar character. They are precisely the men of whom we need not be afraid. We urge you, therefore, to be ready at all times to commit yourselves in the most public and unequivocal manner to this great enterprise. And more than that, we urge you to express your convictions by your votes. Universal education is the great fundamental principle in American statesmanship. By the side of it, all other measures are of small account. It is of more consequence than "reconstruction" or the national finances. An educated people will ultimately establish "reconstruction" upon a just, humane and sure basis. With an ignorant people, no basis of union among the states can be lasting. An educated people will pay the national debt as certainly as the years roll round, for they will build up the national prosperity. An ignorant people will plunge the nation into poverty, in spite of tariff or of free trade.

To every "school man" in Illinois, then, we say, in the coming election, *vote for free schools*. Do not allow yourselves to be wheedled or deceived into voting for any man for the state legislature who is not an out and out advocate of them. This is no time to be taking backward steps in the grand progress which the state has been making in this respect. Vote for men that will sustain our noble State Superintendent, that will strengthen the hands of the earnest men among the county superintendents, that will cherish and support the Normal University.

A word in regard to this institution may not be out of place. It is often represented as costing the state a vast sum of money. All this is totally without foundation. In the first place, considering the number of students taught here, the annual expenses are very small. The institution does not cost any "vast sum" at all. And of this

comparatively small expenditure, only the merest trifle comes from the state. The building was erected by McLean county, and by citizens of Bloomington and vicinity, and the current expenses are derived from the interest of a fund donated by Congress in 1818 for the support of a state seminary or institution of learning. It may be claimed that certain amounts, appropriated by the legislature for the payment of debts incurred in erecting the building, were a charge upon the state treasury and a tax upon the people. But these amounts did not exhaust the proceeds of the congressional fund in the hands of the state, and may therefore be considered as having been appropriated out of it. But admitting that these amounts, reaching in the aggregate to \$97,000, were drawn from the state treasury, there was nothing lost by the appropriation, for by it the state became the possessor of property, which, by the sworn testimony of gentlemen appointed to make the appraisal, is worth nearly \$300,000. We venture the assertion that the state of Illinois never, in any other instance, acquired the title to that amount of property, with so small an outlay of money.

During the last session of the legislature, an appropriation of about \$4,500 was made for repairs, heating, setting out trees, etc.

Thus stands the financial account between the Normal University and the state.

ILLINOIS STATE TEACHERS' INSTITUTE.

THIS body, the constitution of which was published in the last SCHOOLMASTER, held a session of two weeks at the Normal University, commencing August 3rd, and was organized by the re-election of Richard Edwards, President; W. L. Pillsbury, Secretary; and E. C. Hewett, Treasurer.

The whole number of names enrolled was 249. Besides these, a considerable number of county and town superintendents and other school officers were present during some part of the session.

An earnest spirit was manifested by all present, and the exercises were regarded as highly profitable as well as interesting.

The fact that an Institute, in order to promote the best good of its members, should be a short Normal school, was constantly kept in view, and little time was wasted in empty and purposeless discussions. The regular discipline and drill of a well-conducted school were for the most part maintained. The attend-

ance was generally prompt and punctual. Lessons were assigned, prepared, and recited as in school. *How to teach* was exemplified by actual teaching.

A critic's report upon each days' proceedings was presented by a committee chosen for the purpose, and proved a highly useful feature of the Institute.

Exercises were conducted by the Normal instructors as follows:

R. Edwards, Theory and Art of Teaching and Reading.

E. C. Hewett, Arithmetic and Geography.

A. Stetson, Spelling and English Composition.

W. L. Pillsbury, Phonics and Gymnastics.

J. Carter, English Grammar.

E. T. Johnson, Primary Instruction (with a class).

Exercises were also conducted by Mrs. M. H. Smith of the Oswego Training School. Subjects—Geography and Sunday School Instruction.

Miss Lee, of the Normal School of Minnesota. Subject—Sunday School Instruction.

Mr. James H. Blodgett, Rockford, Ill. Subject—Natural History.

Rev. Edward Eggleston, of Chicago. Subject—Sunday School Instruction.

Prof. O. Reynolds, of Chicago. Subject—Penmanship.

Evening lectures were delivered as follows:

Dr. R. Edwards, of Normal. Subject—Lights and Shadows of the Teacher's Life.

Dr. J. M. Gregory, Regent of Industrial University, Champaign. Subject—Theory of the Grades.

Dr. N. Bateman, Superintendent of Public Instruction. Subject—Memory.

Brief day lectures were delivered as follows:

Dr. J. M. Gregory. Subject—How to teach Morals.

Dr. R. Edwards—Sunday School Instruction.

Mr. Tyng, of Peoria—Sunday School Instruction.

Dr. Smith, of Normal—How to teach Anatomy.

Prof. J. J. Anderson, of New York—How to teach History.

Mr. Phillips, of Normal—The Ruttan System of Ventilation (illustrated by a model house).

The Normal Literary Club held its session Saturday evening, August 8, in the exercises of which the members of the Institute took an active part.

On Thursday evening, August 14, the members, by invitation, attended in a

body the marriage of two of their number—Mr. Stephen Bogardus and Miss Mary J. Smith. At an early hour the Methodist church was thronged with the numerous friends of the parties. The altar was tastefully decorated with flowers, and presented a beautiful appearance. The impressive marriage service of the Methodist Episcopal church was made use of by Rev. Mr. Welkin, the officiating clergyman. Mr. F. A. Belford served as groomsman, and Miss Lucia Kingsley as bridesmaid.

At the conclusion of the service, the "two made one," received the hearty congratulations of friends. The members of the Institute then repaired to the University for a sociable, which proved to be a very pleasant affair; songs, sentiments and speeches gave a pleasing variety to the exercises. The immediate friends of the married pair proceeded to the dwelling of Wm. B. Smith, Esq., the father of the bride, where a sumptuous entertainment had been provided.

Mr. and Mrs. Bogardus, who are both graduates of the Normal University, of the class of 1868, bear with them on their bridal tour, the heartiest congratulations and best wishes of their numerous friends.

The Institute concluded its session Friday, August 15.

The following gentlemen were unanimously elected to serve as officers during the ensuing year, there being a Vice President for each Congressional District:

President—Richard Edwards, Normal, Ill.

Secretary—Wm. L. Pillsbury, Normal, Ill.

Treasurer—E. C. Hewett, Normal, Ill.

Vice Presidents—1—J. R. Edwards, Evanston. 2—J. H. Blodgett, Rockford. 3—J. M. Piper. 4—F. W. Livingston. 5—J. T. Dickinson, Altoona. 6—Thos. Clark. 7—Caleb A. Tatman, Monticello. 8—S. K. Hatfield, Tremont. 9—Jon. Shastid, Lewiston. 10—Henry H. Higgins, Jacksonville. 11—J. H. Thompson, Flora. 12—Jas. A. Kennedy, Waterloo. 13—E. P. Burlingham, Cairo. 14—C. C. Hutchinson, Griggsville.

The Committee on Resolutions reported the following, which were unanimously adopted:

Resolved, 1. That we are greatly strengthened and encouraged by our mutual intercourse during the past two weeks; that we feel our professional enthusiasm renewed, and that we shall return to our respective fields of labor filled with an ardent desire to do good.

2. That we recognize in the State Teachers' Institute a powerful agent for good, awakening, as it does, enthusiasm, enabling us to gain a clearer and higher

view of our noble profession, uniting us in our efforts to overcome ignorance and vice, and making us feel the constant need of self-improvement, increased watchfulness, and untiring devotion to our work.

3. That in our State University we recognize a grand educational center, from which radiates a healthy Christian culture; that it is fulfilling its great mission in affording thorough drill, mental discipline, and the best method of instruction.

4. That the moral training of the pupil ought to engage the earnest attention of every teacher; and that the teacher's life and character should in all cases be an exponent of his best instructions.

5. That our thanks are due, and are hereby gratefully tendered, to the noble men who have laid out and led the work of the present session. To President Edwards, for the courteous manner with which he has presided; for the thorough and practical drill in Reading, and for his instructive lectures on the Theory and Art of Teaching. To Prof. E. C. Hewett, for his valuable lessons in Arithmetic and Geography. To Prof. Stetson, for his instructions in Spelling and English Composition. To Prof. Pillsbury, for the interesting manner he has presented the subject of Phonics and Gymnastics, and for the faithful manner he has performed the duty of Secretary. To Mrs. Smith, of the Oswego Normal and Training School, N. Y., for her interesting lectures upon the subject of Primary Geography. To Mr. J. H. Blodgett, for his instructions in Natural History, and Mr. J. Carter, for lessons in English Grammar. To Mr. Reynolds, of Chicago, for his hints on Penmanship, and to Miss Johnson, for the excellent training exhibited in her model classes. We shall carry to our homes a grateful sense of our obligations to the whole faculty for their sacrifices and efforts in our behalf; and knowing that these feebly expressed thanks are no recompense, we bid them look to the future of our great state, and in the growth of earnest feeling and the progress of true work among her teachers, read their rich reward.

6. That we extend our grateful thanks to Dr. Edwards, Dr. Bateman, and Dr. Gregory, for their able, curious and instructive lectures.

7. That we tender our thanks to the State Board of Education, for the free use of the University building during the session of the Institute.

8. That we commend the liberality of the Chicago & Alton and I. C. railroads, for granting reduced fare to members of the Institute.

9. That our thanks are due the press throughout the state for the gratuitous advertising and for favorable notices of our proceedings.

10. That the township rather than the district should be the unit for school business.

11. That, as permanence and certainty are essential elements of success in any labor, we recommend such change in the school law as shall authorize districts through their directors to complete all arrangements for employment of teachers and terms of schools, without waiting for the annual vacation of the larger schools to be half past before any cer-

tainty can be assured for the year to come.

Some of the members united to form a Teachers' Mutual Aid Association, a notice of which appears elsewhere.

It was voted to hold a session of the Institute annually, during the summer vacation.

After singing, the Institute adjourned.

TO THOMAS ARNOLD JONES, SCHOOLMASTER,

CONCERNING THE REQUIREMENTS AND TENDENCIES OF HIS PROFESSION.

From "*Letters to the Joneses*," by Timothy Titcomb.

WHEN I review the life and character of Dr. Thomas Arnold—to honor whom your name was given to you—it is easy for me to understand why he was so great a schoolmaster. He was a profound scholar, surpassing in attainments most of the professional men of his time. He was a rare historian, with a minute knowledge and a philosophical appreciation of modern times, and that mastery of antiquity which enabled him to write a History of Rome that competent critics have characterized as "the best history in the language." He was a theologian of the highest class, paying but little respect to systems constructed by men, but drawing directly from the fountain of all theological knowledge—the Bible. Above all, he was a man—a large-hearted, catholic man—a gentle, loving man—full of enthusiasm—devoted to reform—in constant communication with the best minds of his age through a private correspondence, which astonishes all who now look upon its record—a laborious, conscientious, Christian man. Knowing all this of the man, it is not surprising to me that he was the greatest schoolmaster of his generation, or that we can not find his peer among the schoolmasters of to-day.

I heard some years ago that you had "fitted" yourself for teaching—that you proposed to make teaching the business of your life. I know comparatively little about you personally, but I know what, in the definitions of the day, fitting one's self for teaching means. It is commonly understood that when a man is "fitted for teaching," he is fitted to conduct recitations in the various branches pursued in the ordinary schools, having thoroughly gone through the usual text-books himself. If a man knows grammar, he is "fitted" to teach grammar. If a man has learned arithmetic and natural philosophy and astronomy and moral science, as he finds them in the accredited text-books, he is fitted to teach

all those branches of learning. We hear constantly of young men and women who are "fitting themselves for teaching," and we know exactly what the process is. We hear often of those who travel in foreign parts as a preparation for labor in the pulpit, and in other professions, but I do not remember an instance of travel, undertaken by man or woman, as a preparation for teaching. "Fitness" for teaching seems to consist solely in the ability to conduct recitations, and when this ability is compassed, so that a candidate for the teacher's office is able to pass an examination before a Board, more or less competent for the service, he is "fitted for teaching."

It is true that teachers fitted in this way for their work are competent to impart what, in the common language of the time, is called an "education." With all that is written intelligently on this subject of education at the present time—and in my judgment the subject is better understood now than it has ever been before—it is astonishing how almost universally it is the opinion that education consists in the cramming into a child's mind the contents of a pile of text-books. I do not think that I exaggerate at all, when I say that three-quarters of the teachers of American youth practically consider fitness for teaching to consist in the ability to conduct recitations from the usual text-books, and that three quarters of the people who have children to be educated regard education as consisting entirely in acquiring the ability to answer such questions as these teachers may propose from the text-books in their hands. The larger view of teaching and education is not the prevalent view. Teaching is conducted often by men who are not competent to do anything else. They take up teaching as a preparation for other work. A man teaches as a preparation for preaching—as a stepping-stone to something better—as a means of earning money to enable him to learn some other work. "Fitness for teaching" seems to come a long time before fitness for any thing else comes, and is certainly not regarded as indicating a very high degree of intellectual advancement.

I have no means of knowing how far I have defined your notions, or your attainments, in these statements, but I have prepared you, certainly, for the proposition that real fitness for teaching only comes with the most varied and generous culture, with the best talents enthusiastically engaged, and in the noblest Christian character. Dr. Arnold was a great

schoolmaster simply because he was a great man. His "fitness" for hearing recitations was the smallest part of his fitness for teaching. Indeed, it was nothing but what he shared in common with the most indifferent of his assistants at Rugby. His fitness for teaching consisted in his knowledge of human nature and of the world, his pure and lofty aims, his self-denying devotion to the work which employed his time and powers, his lofty example, his strong, generous, magnetic manhood. That which fitted him peculiarly for teaching was precisely that which would have fitted him peculiarly for any other high office in the service of men. His knowledge of the ordinary text-books may not have been greater than that which you possess. His excellence as a teacher did not reside in his eminence as a scholar and a man of science, though that eminence is undisputed; but in that power to lead and inspire—to reinforce and fructify—the young minds that were placed in his care. He filled those minds with noble thoughts. He trained them to labor with right motives for grand ends. He baptized them with his own sweet and strong spirit. He glorified the dull routine of toil, by keeping before the toilers the end of their toil—a grand character—that power of manhood of which so noble an example was found in himself.

Now, my friend, how well fitted for teaching are you, tried by the standard which I place before you in the character of Dr. Arnold? I do not require that you should be as great and good as he; but I ask you whether you now regard, or whether you ever regarded—save in the most general sense—this matter of fitness for teaching as being any thing more than fitness to govern a school, and conduct recitations intelligently. Having acquired this sort of fitness sufficiently to enable you to get a position, are you pushing on in the pursuit of that higher fitness which will give you the power of an inspirer of the youth who are placed in your charge? That is the question most interesting not only to your pupils but to you. Are you making progress as a man by constant culture? Are you bringing your mind into communication with other minds, that you may gain vitality and force by contact and collision? Are you reading—studying—striving to lift yourself out of the dead literalism of your recitation-rooms, so that you can win higher ground, whither you may call the young feet that grow weary with plodding? Outgrowing all bondage to forms and technicalities and mere words and names, have you mastered ideas, so

that you can give vitality to your teachings? Do these text-books, to the mastery of which you devoted some years, and in the exposition of which you now spend much of your time, still enthral you with the thought that they hold the secret of an education within their covers; or, standing above them, do you look down upon them as rudimentary, and as things which, in the consummation of an education, are left behind?

In the course of your own education, you were, as I happen to remember, placed under the tutelage of several different masters. Will you now look back and recall them all, and tell me which of them you remember with the most grateful pleasure? Tell me which of them all did you the most good—which of them left the deepest mark upon your character, and accomplished most in building up and furnishing your mind. Was it the most learned of them all, or was it the wisest man? Was it he who was most at home in the text-books, or he whose mind was fullest of ideas? I know that you can give but one answer to my question. The answer will be that he who was the most of a man, was the best teacher, and the name of that one will always awaken your enthusiasm. You have been peculiarly unfortunate if you have not at some time in your life, been under a teacher who had the power to inspire you to such an extent that all study became a pleasure to you; that the school-room, with its tasks and competitions and emulations, the happiest spot which the earth held. And now when you look back to this man, or when you hear his name mentioned, your mind kindles with a new fire, as if you had touched one of the permanent sources of your moral and intellectual life. Your best teacher was the man who aroused you—who gave you high aims and lofty aspirations—who made you think, and taught you to organize into living and useful forms the knowledge which he helped you to win. In short, he was not the man who crammed you, but the man who educated you—who educated those powers in which reside your real manhood.

I wish to impress upon you the great truth that your excellence and success as a teacher depend entirely upon the style and strength of your manhood. The ability to maintain order in school, and to conduct recitations with measurable intelligence, is not extraordinary. It is possessed by a large number of quite ordinary people, but that higher power to which I have attempted to direct your attention is extraordinary. The teachers

are not many who possess it, or who intelligently aim to win it. It is not a garment to be put on and taken off like a coat, but it is the result of the loving contact of a generous nature with those great and beautiful realities of which the text-books only present us the dry definitions. The greatest naturalist of this country—perhaps the greatest of any country—is a teacher whose equal it would be hard to find among a nation of teachers; and this is true not because he knows so much, but because he is so much. No young mind can come within the reach of his voice and influence without being touched by his sublime enthusiasm. No pupil ever speaks of him save with brightened or moistened eyes. I have heard women pronounce his name in many places, scattered between Maine and the Mississippi, and always in such terms of gratitude and praise, that it has seemed as if the brightest days which they recalled were not those of childhood, and not those spent with parents, or lovers, or husbands, but those passed at the feet of that noblest of educators and inspirers—Agassiz.

I have already intimated that this question as to what kind of a teacher you are to be, is quite as important to yourself as to your pupils. The character of a schoolmaster has been, in the years that are past, notoriously a dry one. It is really sad to see with how little affection many old teachers are regarded by those who were once their pupils. There are men who, having spent twenty-five years of their lives in teaching, are always spoken of by the boys who have been under their charge as "old" somebody or other. "Old Boggs," or "Old Noggs," or "Old Scroggs," has stories told about him, and is never mentioned in terms of respect—much less in terms of affection. Now why is it that these men were remembered so lightly? It is simply because they were teachers, and not men. They are all good scholars enough, but they have not that in their characters and personalities that win the love and respect of their pupils. I suppose it must be admitted that there is something in the business of teaching which tends to make the character dry. The drudgery and detail of teaching are hardly more interesting than the drudgery and detail of the work of the farm or of the kitchen. Indeed, I think the work of handling the rake and the hay fork a more refreshing exercise for the mind and body than that of turning over and over again a verb, or a sum in simple addition, or even a proposition in Euclid. This everlasting handling of

materials that have lost their interest is a very depressing process, to a mind capable of higher work; and a mind that can interest itself in such work, and find real satisfaction in it, is necessarily a dry and unlovely one. Do not misunderstand me with regard to this latter statement. A teacher may be interested in his routine of labor through the effect that he aims to work upon the young minds before him, and he should be intensely interested in it; but there is a class of teachers who seem to be really interested in the drudgery of repetition, and these are always dry characters, and they grow dryer and dryer until they die.

You have fitted yourself for teaching, in the usual way. You are prepared, by the mastery of your text-books, to "teach school." The probability is that you will never have any pupils who will be as familiar with these books as yourself, and, so far as maintaining your position is concerned, you will have nothing to do but handle over and over again familiar and hackneyed materials. Whatever there may be of moral and mental nutriment in these materials, you have already appropriated and digested. There is there no further growth for you, and so far as any good to you is concerned, you might as well handle over so many dry sticks. Exactly here is where a multitude of teachers stop. They never take a step in advance. The work of teaching is severe, and when they are through with their daily tasks, they are in no mood for study, or experiment, or intellectual culture in any broad and generous sense. Any mind will starve on such a diet as this, and the work of instruction becomes, to such a mind, degraded below the position of an intellectual employment. I warn you against the danger of falling into this unfruitful routine, which is certain to dwarf you, and give you a dry and unattractive character. You must make intellectual growth and progress by the means of fresh intellectual food, or you must retrograde.

There is another reason why the business of teaching has a tendency to injure the character. While contact with young and fresh natures tends to soften and beautify the character under some circumstances, I doubt whether this influence is much felt by those who are engaged in teaching. We take into our mouths some varieties of fruits as a corrective, which would hardly be regarded as the best of daily food. We take medicines which operate kindly for a brief period, but if they are continued longer,

the system becomes accustomed to them, and they lose their medicinal effect. It is thus with the influence of children. To the literary man, or man of business, the occasional society of children and youth is very grateful and refreshing, but it soon tires, and if necessarily long continued, becomes irksome. A really vigorous and healthy mind, forced to remain long in contact with the minds of children, turns with a strong appetite toward maturity for stimulus and satisfaction. Now you are obliged to spend most of your time with children, or those whose minds are immature. You are almost constantly with those who know less than you do, and in this society you will be quite likely to forget—as many schoolmasters have forgotten before you—that you are not the wisest and most learned man in the world. It is under these circumstances that pedants are made, alike conceited and contemptible. To a mature mind, there is no intellectual stimulus in the constant society of the immature, and you are certain to become a dwarfed man if you do not mingle freely in the society of your equals and your superiors. I do not know of a man in the world who, more than the teacher, needs the corrective and refreshing and liberalizing influences of general society and generous culture, to keep him from irreparable damage at the hand of his calling. You must mix with thinking men and women, and you must feed yourself with the products of fruitful lives. In books, or your degradation is certain; and you will come to be regarded as a dry, pedantic, uninteresting man.

A man or a woman who does nothing but deal out small facts to small minds is certain to become over critical in small things. You have not been a schoolmaster so long as to forget the peculiar emotion once excited in you by the presence of a "school ma'am." Before this day of larger ideas, to be a school ma'am was to be a stiff, conceited, formal, critical character, which it was not altogether pleasant for a man to come into contact with. There seemed to be something in the work which these women performed that threw them out of sympathy with the free and easy world around them. They carried all the formal properties, all the verbal precisenesses, all the pattern dignities of the school room, into society; and one could not help feeling that they had lost something of the softness and sweetness and roundness that belong to the unperverted female nature. All this has been improved by the modern correctives, but the reminiscence will help you to comprehend one phase of the danger to which

you are exposed. I think that if the world were to give its unbiassed testimony touching this subject, it would say that it has found teachers to be men who give undue importance to small details, and who seem to lose the power to regard and treat the great questions which interest humanity most in a large and liberal way.

And now, before closing, let me do the honor to your position which I find it in my heart to give, for I hold that position second to none. The Christian teacher of a band of children combines the office of the preacher and the parent, and has more to do in shaping the mind and the morals of the community than preacher and parent united. The teacher who spends six hours a day with my child, spends three times as many hours as I do, and twenty fold more than my pastor does. I have no words to express my sense of the importance of your office. Still less have I words to express my sense of the importance of having that office filled by men and women of the purest motives, the noblest enthusiasm, the finest culture, the broadest charities, and the most devoted Christian purpose. Why, sir, a teacher should be the strongest and most angelic man that breathes. No man living is intrusted with such precious material. No man living needs higher qualifications for his work. Are you "fitted for teaching?" I do not ask you this question to discourage you, but to stimulate to an effort at preparation which shall continue as long as you continue to teach.

REGISTER OF NORMAL TEACHERS.

[Facts for this column respectfully solicited.]

GRADUATES—NORMAL DEPARTMENT.

BARKER — Miss Ruthie E. (Class of '68,) 1st Assistant Graded School, Normal, Ill. Salary, \$750.

BOGARDUS, Stephen, ('68,) Principal Graded School, Marengo, Ill.

BURRILL, Thomas J. ('65) Just appointed Assistant Professor of Natural History, Industrial University, Champaign, Ill.

CASE, Miss Harriet M. ('66) Assistant in Graded School, Ottawa, Ill.

COLVIN, George W. ('64) Principal Graded School, Pontiac, Ill. Second year.

COOK, John W. ('65) Occupies the position of Prof. E. C. Hewett, Normal University, during Prof. H.'s absence of one year.

CORRON, Miss Emily H. ('67) Assistant in High School, Cairo, Ill.

EDWARDS, John R. ('67) Principal Graded School, Evanston, Ill. Salary, \$1,500.

ELLIS, John, Jr. ('66) Principal Graded School, Naples, Ill. Third year.

FULWILER, David W. ('65) Principal Graded School, Hillsboro, Ill. Third year.

HIXMAN, George E. ('67) A school in Denver, Colorado. Salary, \$1,500.

HODGIN, Cyrus W. ('67) Principal High School, Richmond, Ind. Second year.

JOHNSON, Miss Edith T. ('64) Assistant in Bonnum's Seminary, St. Louis, Mo. Salary, \$1,100.

JOHNSON, Miss Olinda M. ('65) Assistant in Graded School, Aurora, Ill. Third year.

KINGSLEY, Miss Lucia. ('67) Principal Primary Department, Model School, Normal University, Ill.

McCORMICK, Henry. ('68) Principal of Graded School, Normal, Ill. Salary, \$1,200.

McKIM, Oscar F. ('65) Principal Graded School, Decatur, Ill. Third year.

MOORE, Miss Isabel. ('64) Assistant in Female Seminary of Rev. R. Conover, Bloomington Ill.

PEARCE, Miss Mary. E. ('66) Assistant in Graded School, Lexington, Ill.

RIGHTSELL, Jacob R. ('68) Principal of Graded School in Oakland, Coles Co., Ill. Salary, \$900.

ROBINSON, Miss Emma T. ('68) Assistant in Graded School, Normal Ill. Salary, \$700.

SEYBOLD, Frank J. ('67) Traveling Agent of the Sherwoods, Publishers, Chicago, Ill. Second year.

SMITH, Mary J. ('68) Married to S. Bogardus, ('68) Aug., 1868.

STEVENSON, James S. ('67) Principal of Graded School, Sparta, Ill. Second year.

WATTS, Mrs. Clara E. ('68) Matron of Soldiers' Orphans' Home, Bloomington, Ill.

NOT GRADUATES.

ARMS, Miss Maria S., Assistant in Primary Department, Graded School, Normal, Ill.

CARTER, Joseph, Principal Grammar Department, Model School, Normal University, Ill. Salary, \$1,000.

DOBBS, Joseph, Principal Graded School, Kane, Greene Co., Ill.

EMNREE, Miss Melinda, Principal Primary Department, Graded School, Normal, Ill. Salary, \$750.

GARMAN, Samuel W., Entomologist with Prof. Powell's Exploring Expedition, now in the Rocky Mountains.

NEWCOMB, Daniel E., Principal Graded School, Golconda, Pope Co., Ill. Salary, \$1,000.

RUSSELL, Miss Alice, Assistant Graded School, Golconda, Pope Co., Ill.

STEWART, Miss Mary E., Assistant Graded School, Golconda, Pope Co., Ill.

TATMAN, Caleb A., Assistant Graded School, Monticello, Piatt Co., Ill.

TOMLINSON, Miss Sarah H., Assistant Graded School, Pana, Ill.

WILLIAMS, John A., Assistant Graded School, Monticello, Piatt Co., Ill. Salary, \$70 per month.

WILSON, John M., Principal Graded School, Earlville, Ill. Salary, \$900.

YOUNG, Albert W., Principal Graded School, Magnolia, Putnam Co., Ill. Salary, \$750.

MODEL SCHOOL.

BARKER, Miss Mary E., Assistant Primary Department, Graded School, Normal, Ill.

BURRY, George, just admitted to Harvard University.

CAPEN, Charles W., (Graduate '65) Senior in Harvard University.

CASE, Miss Gertrude K., Teacher at Lewiston, Fulton Co., Ill. Third year.

HANNA, George, Student at Heidelberg, Germany.

LOVE, HOPE AND PATIENCE.

O'er wayward children wouldst thou hold firm rule,
And sun thee in the light of happy faces;
Love, Hope and Patience, these must be thy graces,
And in thine own heart let them first keep school,
For as old Atlas on his broad back places
Heaven's starry globe, and there sustains it,—so
Do these upbear the little world below
Of Education:—Patience, Love and Hope,
Methinks I see them grouped, in seemly show,
The straightened arm upraised, the palms aslope,
And robes that, touching as adown they flow,
Distinctly blend, like snow embossed in snow.
Oh, part them never! If Hope prostrate lie,
Love too will sink and die.

But Love is subtle, and doth proof derive,
From her own life that Hope is yet alive;
And bending o'er with soul-transfusing eyes,
And the soft murmur of the mother's love
Woos back the fleeting spirit and half supplies;
Thus Love repays to Hope what Hope first gave to Love.

Yet haply there will come a weary day
When overtasked at length
Both Love and Hope beneath the load give way,
Then with a statue's smile, a statue's strength,
Stands the mute sister, Patience, nothing loth,
And both supporting, does the work of both.

S. T. COLERIDGE.

FAULT-FINDING.—A man habitually finding fault, habitually on the alert to detect folly or vice, without even bestowing a thought on whatsoever things are true and lovely and of good report, is, as nobody would choose to deny, morally halt and maimed. One-half of his faculties, and the most powerful half, is paralyzed and useless. He is like land that produces nothing but thistles and brambles.

EDUCATIONAL AND GOVERNMENTAL INFLUENCE AND DUTY.*

BY PROF. T. J. BURRILL OF THE ILLINOIS INDUSTRIAL UNIVERSITY.

IN one of the most luxurious cities of ancient times rose a stately temple glittering in wealth and regal magnificence. It was decorated with the richest treasures of art of those artistic times. It shone in polished gold and silver and brass,—the accumulation of ages, and of fabulous wealth, gathered from the four corners of the known world, by princes and by people, by conquest and by commerce, and molded into beautiful forms of statues and columns and rising arches, till the whole structure stood a marvel of beauty and richness unrivaled in the history of the time. Such was the temple of the Acrocorinthus when Roman vengeance decreed its destruction, and Roman fire accomplished its ruinous design. But not all was lost. Formed from the melted masses of precious metals a new compound was found of such peculiar qualities, so hard, so fine, so susceptible of polish that it was deemed of rarest value, far surpassing gold itself. Thereafter Corinthian brass became as noted as the famous temple from whose ruins it had been gathered.

In this simple story is epitomized the grand sweep of history in the development of our race. During the long ages mankind has accomplished wonderful achievements. The record of the great works startle our senses and put to the test our faith in history. The world-renowned pyramids, upon one of which 100,000 men were constantly employed for thirty years; the great walls of Babylon, sixty miles in circumference, and three hundred and fifty feet in their massive towering height; the stupendous array of military hosts, the conquering hordes of Gengis Khan, to whose wicked ambition 7,000,000 human lives, more than double the entire population of the United States, offered up their helpless sacrifice; the mighty kingdoms and empires that have convulsed and ruled the world from the Assyrian to the French, under Bonaparte, the wide extended power of systems and combinations, from the castes of the Hindoos and Egyptians to the wondrous influence of the Papal church; these, and such as these that have laden the centuries and changed the face of continents, are but links in the great chain of stupendous events whose massive coils

*An address delivered before the Alumni of the Illinois Normal University, June 26, 1868.

weave the history of man. But they are matters of history. The recording angel has closed the book of time upon them, and his pen alone tells the story of their existence. But from their ruins, grievously as they burdened the degraded subjects of ambitious despots, from the broken power of castes and systems, from the fall of empires, from the clash and clamor of warring hosts,—from the blackness of the ruins of them all comes a new element of finer texture, of more varied susceptibility, of greater power and infinitely greater value,—man himself, man as man, man in his higher and better character, man, not in his former degradation, fit only for instruments of kingly power, but burnished by the fiery trials through which he has passed, his soul shining with polished lustre through an intelligent countenance, glorious in his being, god-like in his power. The world is full of God's glory. The bursting flower whose delicate petals unfold to the perfumed air, the gigantic tree whose century-crowned top pierces the clouds and defies the storms; the lovely vale gemmed with cottages and meadows, sparkling with rivulets rich with music and gladdened with song borne heavenward by the gentle breezes of evening, and the ragged mountain lifting its huge form from the roar of ocean's waters far up against the sky, unshaken and unalarmed, amid the wild convulsions of the elements or rising grandly magnificent above the storm into the mild sunlight calm and majestic, the same stern, unyielding rock-ribbed and rock-robed mountain;—these tell wondrous stories of the glory and power of the Creator; but sink into nothingness when compared with man in his higher attainments, in his far-reaching, wide-extending, all-comprehending power of thought, descending as it does to discover the secret forces that bind together the ultimate atoms of matter and sweeping in majestic circles far out beyond the limits of the stars revolving alone in space or concentrating upon the imperial throne of Imperial Majesty itself. Man may say to the world "I am greater than thou, because I comprehend the universe, because when thou hast fled affrighted from thy course I shall live on and on, an infinity of infinities, and still live on and have power to grow." Of this we have abundant testimony here. The human mind is capable of infinite progression. Who ever yet has found its limit? Who has gone so far that he has felt himself standing upon the shore of an untraversed sea, has heard the roar and rush of the waters and known that he could not

pass over? No, every one may not expect to become a Mr. or a Miss Herschel, may never make plain the mysteries of mathematics or philosophy, may never solve the problems of political economy or chain enraptured audiences by the power of oratory; but truthful as cheering, every one may infinitely improve upon his God given talent, and become at last, by a divine decree, ruler over many things.

With a certain knowledge of the possession of attributes such as these illimitable, eternal, who will deny any one, be he able or feeble, high or low, white or black, the child of the sunny south or of the frozen north, of the gorgeous east or the active west, nourished in the lap of luxury or falling in rank with the toiling millions of mankind, who, I say, will deny any one of these the right to all the development and power he himself can acquire and all which his surroundings can bestow? Let him question the right of physical growth; let him hold parley with the Father of Waters upon his right to seek the gulf; let him dispute the right of the moon to change its apparent form, and of the sun to shine, but not yet deprive man of the right of culture in its highest forms and widest bearings. And since there are no kings and subjects, no presidents and people in this matter, all should have an equal privilege in the exercise of this right. There are no fat offices to be filled by trickster politicians, who by craft and cunning are elevated high above their fellows. Learning by right can not occupy the high places in the land, making its beaten path along the mountain tops of proud ambition and favored power, but must come down at the echoing and re-echoing call of the united voices of the children of men who strive together upon the even plane of life's realities. Down lower than this it must go till every nook and corner of earth's degradation shall feel its vitalizing power and awaken to new life and vigorous soul inspiring activity. Then with this declaration of right to education and constitution of privilege to obtain it about them, the sons and daughters of toil shall no longer find that attention to the bare necessities of animal existence in their only business. No longer shall the laborer plod on in the fields unconscious of the beauty and glory around him, no longer shall the youth read the stories of the good and great and not remember they are his for examples, no longer shall the citizen witness the potent influence of political measures and governmental acts without feeling his own re-

sponsibility; no longer shall men and women every where gaze upon the beautiful forms of earth and sky and not be led to contemplate the goodness and greatness of Him who made them and to whom they themselves bow in humble, grateful adoration.

How is this right to education to be maintained? What are the guardian powers which are to see that its exercise is within the reach of every individual? Upon whom or what does duty call to provide means for carrying out the great scheme of universal education? The answer, as universal as the scheme itself, comes like the tumultuous surging of meeting waters, and in sounding tones that swell over the land and over the sea proclaims the grand truth that every person, power and principality, every corporation and every church, every city and every state, every form of human influence and government every where, and at all times, by every law of right and every instinct of justice is bound to exercise its full power in hastening on the glorious day when every son and daughter of man in our green earth shall rejoice in the happy opportunity of free culture and intelligent education. Then, and not till then, will the problem be fully solved. Then, and not till then, will mankind perform its whole duty toward mankind. Then, and not till then, will humanity awaken to its high destiny and take its proper station but little lower than the angels.

Without forgetting others let us turn our attention for the time to one of the instrumentalities for securing the desired end—political governments. It is said circumstances make the man; but of all the circumstances by which men are influenced none have more potent effect, more elementary, and at the same time, more comprehensive power than that of governmental institutions. All history and reason alike confirm the statement. The arbitrary despotisms of ancient times forbade all freedom of inquiry and discussion. Rulers held up their hands in holy horror at the idea of the people thinking for themselves. Ignorance among the masses was the corner stone of their institutions, hence the struggle to perpetuate it. Ask of China, Persia and Turkey the cause of their intellectual lethargy, and one answer at least comes murmuring up from the oppressed masses and hisses in direful condemnation round the monarch's throne—despotism. To change a little a familiar quotation, there were:

Hearts pregnant with celestial fire,

Hands that the rod of empire might have sway'd
Or waked to ecstasy the living lyre,

But knowledge to their eyes her ample page
Rich with the spoils of time did ne'er enroll;

Chill tyranny repressed their noble rage
And froze the genial current of the soul.

(To be concluded in our next.)

The Schoolmaster.

NORMAL, ILL., SEPTEMBER, 1868.

This periodical is published monthly at one dollar per annum, in advance. Original contributions will be gladly received. Communications relating to the editorial management should be addressed to

ALBERT STETSON, EDITOR, NORMAL, ILL.

All other communications to

JOHN HULL & CO., PUBLISHERS,
Normal, Ill.

CHURCH, GOODMAN AND DONNELLEY, PRINTERS,
108 & 110 Dearborn St., Chicago.

THE PRESENT NEED OF EDUCATORS.

WHAT is it? *A more earnest and aggressive spirit.* If we really believe, as we so often profess to do, in the pre-eminent importance of our work, is it not time for us to forbid that an interest vital to the welfare of the State should be subordinated to the machinations of political intriguers?—that institutions, the very pillars of the commonwealth, should go a-begging for support, while millions of the public funds are squandered by corrupt “rings?”

Does it become the dignity of those who are molding the destinies of a State, by training its children to usefulness and honor, to hover about legislative lobbies, and by soft blandishments, seek to propitiate the party wire-pullers, in order to win their all potent aid?

We would have the educators of Illinois remember this fact—*the people are with them.* It is unquestionably true that the majority of our citizens have an abiding faith in public schools and in the Normal University, which is furnishing so many competent instructors, although its resources are inadequate to meet the demand. Now, what the friends of progress in education should do is to present the public needs of the cause with a frank and manly spirit to the people themselves. Timid reticence and the wiles of party managers are alike to be shunned. Educators of Illinois! if you believe in the nobility and necessity of your work, show it by your deeds of courage and sturdy self-assertion, when Duty demands.

TO NORMAL STUDENTS.

You are earnestly invited to contribute to the success of an enterprise, by which you each individually can not fail to be gainers, by becoming subscribers to THE SCHOOLMASTER. Obstacles which have hitherto stood in our way have recently

been removed. Words of encouragement are coming from all quarters. We are constantly adding to our list of subscribers, some even from distant States. The Principal of one of the most successful Normal Schools in the West writes us as follows: “Allow me to congratulate you upon the splendid success of THE SCHOOLMASTER. I count it an exceedingly interesting and instructive journal.”

Now, friends, the University is in need of and can not dispose with the services of an organ of this kind. Its President, recognizing this fact, pledges us his most hearty co-operation and support.

At the recent meeting of the Alumni of the University it was voted unanimously to make THE SCHOOLMASTER the official organ of the Alumni Association. So also with the Teachers' Mutual Aid Association. The two literary societies have also voted to assist in increasing our circulation.

Normal students—one and all—we invoke your aid. Subscriptions received by the Editor or Publishers. For the present back numbers can be supplied to all who desire them.

MODEL SCHOOL, NORMAL UNIVERSITY.

This department of the Normal University is divided into four grades—the High, Grammar, Intermediate and Primary Schools. Each of these is under the direct charge of an accomplished and efficient Principal. Every effort will be put forth to make this, as far as may be, a perfect school, conducted upon the best methods, and showing the most wholesome results.

It is intended that the course of study in its several grades shall embrace all that belongs to a thorough education, from the elements up to a preparation either for College or Business. For the lower classes, a system of Object Lessons has been prepared with the greatest care. The design of this is to awaken the perceptive faculties, and to form a habit of accurate observation. Children thus trained, not only make more thorough scholars, but also more practical men and women.

Pupils on entering are examined and classed according to their attainments.

The Classical Course is very thorough and is much more extended than that of some colleges. Our young men enter Harvard and Yale without conditions.

Two distinct courses are arranged for the High School; one to prepare students for College and the other for general

Business. The two, however, are made to blend whenever practicable.

Boys and girls from abroad may be confidently intrusted to the care of the Principals; and besides the monthly report of scholarship and deportment at school, which is to be sent to all parents, will be included, if desired, a careful statement of each pupil's general deportment, and the manner of spending leisure hours.

Physical Exercises are daily practiced by the entire school, and the effect upon the health of the pupils is excellent.

By a vote of the State Board of Education the Model School is entirely separated from the Public School of the town. This will enable the teachers of the *Model School to devote their entire time and attention to the regular pupils of that school.*

Tuition in the High School, \$30 per year, of forty weeks.

In the Grammar School, \$25 per year.

In the Intermediate and Primary, \$20 per year.

Next term commences Monday, September 7, 1868.

For further particulars address

R. EDWARDS,

Pres. State Normal University, Normal, Ill.

THE TEACHINGS OF HISTORY.

BY CHARLES W. MOORE.

This heading may indeed sound strange to many ears; for the bulk of mankind always practically and perhaps often theoretically, deny that the experiences and mistakes of our predecessors have any lessons of warning for us. Properly speaking, however, any thing which helps to form our character or strengthen our purpose, may be called our teacher. Many things help to develop the latent faculties within us, and bring forth to the surface, and to active life, the good or the evil implanted in our hearts. Books, associates, avocations, amusements, all these, and many other things, have a strong effect on our character and our destiny; molding us into something, it may be, which otherwise we should not have been. Paul himself recognizes the truth of this when he calls the Jewish law “a schoolmaster to bring unto Christ.” So we conclude that any thing which has an influence, however small, upon our lives and character, may be called, very properly and truthfully, a teacher. And as history has lessons for all mankind, which, if properly heeded, should lift the race into a higher and happier state of existence

than they occupied before, it may with perfect propriety be called a teacher.

If, then, history be a teacher, it may well be asked, what are its teachings? Perhaps none is more evident than the one which we propose to discuss; that for all unrighteousness there is a retribution, delayed, perhaps, at times, in its coming, yet, nevertheless, inevitable. In support of this proposition we shall examine the records of history, and adduce a few prominent examples.

At the beginning of our era, the Roman world, at that time comprising nearly all the known world, was wrapped in idolatry, and moral and intellectual darkness. The thirst for conquest and for gold had stimulated the Roman people to warlike expeditions against the most distant nations and many wealthy ones, and the consequent spoils of provinces and of wealth had sapped the patriotism and destroyed the public spirit of the Roman people, until, indifferent to the fate of their liberty or their country, they surrendered the sovereign power to an ambitious military leader. At this, the fittest time and at the time apparently the most needed, came the Messiah, and inaugurated a movement destined to revolutionize the world religiously, socially, and politically. After his death his twelve unknown peasant followers began to spread his doctrine to all the world. Against them were arrayed all the wealth and power accumulated by the priesthood through untold centuries, all the power of State, and all the passions of a people demoralized and depraved by centuries of idolatry and iniquity. On the one side were the best interests of the human race, the right and the power which the right gives; on the other, the depravity of the race. The contest, unequal as to numbers and material power, could not always exist so. Three centuries it lasted, and then the political power of the Roman State succumbed, and became, at least nominally, Christian.

Another example, strongly illustrating the same point, is found in the history of the early settlement of America. The French and Spanish settlements were principally on account of the cupidity for treasure, and their treatment of the natives was generally of that heartless character which scarcely any thing but the unhallowed love of money ever begets. And the result is that almost nothing remains to either France or Spain in all America, while Spanish America, now independent, is comparatively powerless and unimportant. The English settlements in the North, on the con-

trary, were formed as a refuge from religious intolerance. They prospered with the republican idea of equality. With the advancing years they dotted their land with churches and school houses, and made it pleasant with the hum and with the works of industry. They formed a new nation, weak indeed at first, but growing up in process of time into a mighty nation, until its territory extends the full breadth of the continent, and its power is respected as one of the first nations of the earth. Here, then, the spirit of disinterestedness and the spirit of cupidity has each its proper reward.

The same idea has been exemplified in the rebellion. Perhaps no rebellion in all time, of so formidable a character, has been crushed. Its military muster-roll could count five hundred thousand names. In one place alone it acquired twenty-five hundred pieces of cannon, besides almost innumerable small arms in various places. The nineteenth century has produced few, if any, abler or better educated military leaders than Lee and Sidney Johnson, or leaders better calculated to handle large armies. The subordinate commanders, such as Stonewall Jackson and Longstreet, were hosts in themselves. A large number of the rank and file had been organized and drilled for months. The country was rich in all the products necessary for the support of an army of southerners. Their cotton, of which they had at that time almost a monopoly, was an article of prime necessity, and commanded a ready sale and a good price in the great markets of the world. The line of operations was interior, thus enabling a ready concentration of troops at any threatened point. On the other side the officers were new and untried; the arms were taken by traitors and rebels, and had to be replaced by purchase or manufacture: the army was small and scattered, and the new volunteers were undrilled, and the line of operations exterior, serving to complicate military movements. Yet, step by step, the Union forces advanced, and the Confederacy gradually gave way, until at last the remains dissolved, as it were, by magic.

All these things bear an important lesson to us, as Americans, engaged in the experiment of a republic. "Righteousness exalteth a nation, but sin is a reproach unto any people," is an oracle uttered long ago, whose testimony the witness of the ages confirms, and whose words it would be well for us to heed. We have begun with liberty and equality for our watchword; yet how much do

we want of coming up to the grand old standard of its original, proclaimed in Judea eighteen centuries since; that "God is not a respecter of persons, but in every nation he that feareth him and doeth righteousness is accepted with him." Much depends upon our present action as to what shall be the destiny of our country in the future; but unless we rise to the full conception of equal rights for all, we can hope for no peace or prosperity which will prove permanent. But we trust that at no very distant time in the future, our country will take her position upon this platform, firmly and without wavering, and then shall she stand forth before the nations of the earth, redeemed and disenthralled, "fair as the moon, clear as the sun, terrible as an army with banners."

CLUB RATES.

WE desire to call the attention of our readers to our CLUB RATES, found on page 76. There is no better time than now to obtain two first class monthlies for the price of one.

MAGAZINES, PAPERS, ETC.

THE *Atlantic Monthly* for September opens with an excellent story entitled "No News." An article entitled "Siberian Exile" is particularly interesting and instructive. The most original genius our country has produced has rarely been treated so appreciatingly as in the elaborately prepared paper entitled "The Genius of Hawthorne."

Harper's Monthly opens with one of Parton's interesting articles entitled "Silver and Silver Plate." "Traveling in Siberia" is highly interesting. "The Woman's Kingdom," a love story by Mrs. Craik, is worthy of the genius that gave the world "John Halifax." "The Easy Chair" discourses with its usual eloquence and good sense. No writer wields a more facile or pleasing pen than Curtis.

Lippincott surpasses all its contemporaries in neatness of typography. "*Dallas Galbraith*," the continued story by Mrs. Davis, is well sustained. Bayard Taylor's poem, "Sorrento," is smoothly written. Some excellent hints for those who write for the press are contained in "Our Monthly Gossip." *Lippincott* has won and will retain a high position among the monthlies.

The *Galaxy* for September is a magazine of superior merit. Richard Grant White's contributions are interesting and instructive. We doubt, however, if he will succeed in rendering fashionable the expression, "*has sitten*," which he defends,

and with consistency himself employs. The *Galaxy* "Driftwood" is thoroughly sensible.

Hours at Home contains several articles notably excellent. "Amusements and the Church," by Dr. W. W. Patton, is certainly worthy an attentive perusal. We call the doctrine sound. Another good article is "Religion of Japan," by Dr. D. B. Simmons.

The Eclectic contains its usual well selected variety of articles. That upon Cardinal Wolsey is alone worth the price of the number. It seems a just description of one of England's greatest men. The article upon the Great Eclipse of August 17th possesses peculiar interest. A fine engraving of Ambassador Burlingame embellishes the number.

Putnam's has improved of late, and the September number is readable throughout. Dr. Vinton revives the Eleazer Williams controversy by a paper of much interest. Mr. Kennan's graphic description of a snow storm in Siberia is very interesting. The article upon "French Newspapers" is of considerable interest.

Packard's Monthly, whose recent article upon the "Wickedest Man in New York" has given it a prominent place, contains another powerfully wrought contribution from Oliver Dyer.

The *Young Folks* retains its pre-eminence as a periodical for children. Its constantly increasing circulation is creditable to the intelligence of parents.

The *School-day Visitor* is a beautiful number—a sprightly and well conducted magazine.

Of the *Nursery*, *Children's Hour*, *School-mate*, and *Little Corporal*, we can also speak in high commendation. Each has its own peculiar excellences.

Of our contemporaries of the educational press we will speak at length in our next. Beside the standard publications of this kind in the East, such as the *Mass. Teacher* and *R. I. Schoolmaster*, are rising the representatives of the West. The *Kansas Journal of Education*, under the able editorship of friends Kellogg and Norton holds a high place among the latter.

In our judgment, American journalism owes a vast debt to the *N. Y. Round Table* and *Nation*, and their influence upon their contemporaries is very perceptible. Criticism is fast becoming something more than empty flattery. Our literature and society are the better for such uncompromising, independent, but always intelligent criticism.

Of the religious press, the *Chicago Advance* occupies a notably high position.

It possesses decided convictions and expresses them fearlessly and ably. It is an honor to the West and a worthy rival of the *N. Y. Independent*.

Of the agricultural press, the *Western Rural* takes perhaps the lead in merit and circulation. The new literary paper, the *Chicagoan*, now exclusively under the same proprietorship, supplies a need and is creditable to all interested in its publication. Its appearance is very neat and tasteful—its contents lively and varied.

Of our college exchanges, the *Courant*, published at Yale, takes the lead. The *Qui Vire* and *McKendree Repository* of this State are filled with interesting local details.

The *Phrenological Journal* for September is profusely illustrated with portraits of Grant, Colfax, Seymour, Blair, etc.

TEACHERS' MUTUAL AID ASSOCIATION.

DURING the session of the State Teachers' Institute at the Normal University, August, 1868, a considerable number of the members with decided convictions as to the necessity of such an organization, united to form an association to be known as above.

The following constitution was adopted and received the signatures of the members:

"We, the undersigned, active teachers of the State of Illinois, believing that the best interests of our profession and of the cause of education demand the re-establishment of such an organization, hereby unite to form a society, to be known as the Teachers' Mutual Aid Association, and to be governed by the following

CONSTITUTION:

ARTICLE I.—The object of this association shall be to bring unemployed teachers into communication with school officers who are desirous to secure the services of instructors.

ART. II.—The officers of this association shall consist of a President, two Vice-Presidents and a Secretary, who shall also serve as Treasurer—the whole to constitute an Executive Committee for the management of the affairs of the association.

ART. III.—Any teacher may become a member of this association by signing this constitution, or signifying to the Secretary his desire so to do, and such signature shall be regarded as pledging the applicant to the furtherance of the best interests of the society.

ART. IV.—The association shall hold its annual session for the election of offi-

cers and the transaction of other necessary business during the session of the Illinois State Teachers' Institute.

ART. V.—Any teacher desirous of securing a situation through the agency of this association, will address the Secretary by letter, enclosing twenty-five cents, and if successful in obtaining a school by this means, shall at once remit to the Secretary fifty cents on each \$100 he is to receive for salary *per annum*."

It was voted to make THE SCHOOLMASTER the official organ of the association.

To carry out the purpose of the association, the following circular has been issued by the Secretary:

TEACHERS' MUTUAL AID ASSOCIATION.—During the session of the Illinois State Teachers' Institute, August, 1868, a society with the above name was organized, the object of which is set forth in Art. I of the Constitution, as follows:

"The object of this Association shall be to bring unemployed Teachers into communication with School Officers, who are desirous to secure the services of instructors."

The officers are elected annually, and consist of a President, two Vice-Presidents, and a Secretary who shall also serve as Treasurer; the whole constituting an Executive Committee for the management of the affairs of the Association.

The present Board of Officers is as follows:—*President*, Israel Wilkinson, of Jacksonville, Illinois; *Vice-Presidents*, Albert Stetson, Normal, Illinois, H. H. Higgins, Jacksonville, Illinois; *Secretary and Treasurer*, Joseph Carter, Normal, Illinois.

The provision made for defraying the necessary expenses of the Society, is thus set forth in Art. V of the Constitution:

"Any Teacher desirous of securing a situation through the agency of this Association, will address the Secretary by letter, enclosing twenty-five cents, and if successful in obtaining a school by this means, shall at once remit to the Secretary fifty cents on each \$100 which he is to receive for salary *per annum*."

Teachers making application to the Secretary will please communicate the following facts:

- 1st. Age and place of education.
- 2nd. Kind and amount of experience as a Teacher.
- 3rd. Name of place where last employed as a Teacher.
- 4th. Name of signers of recommendations and certificates of character.

The remittance of twenty-five cents will entitle the applicant to a prompt reply from the Secretary.

School Officers desirous of engaging Teachers will please communicate to the Secretary a precise description of the kind of teachers required in respect to age, experience and attainments, with the amount of salary in each instance.

No remittance required.

All communications to be addressed to JOSEPH CARTER, Sec'y, Teachers' Mutual Aid Association, Normal, Illinois.

We bespeak the hearty co-operation of all friends of education in this new enterprise. The foregoing circular has already been widely distributed and will be mailed to all who apply for it. All readers of **THE SCHOOLMASTER** who may chance to know of competent teachers here in Illinois, or of such in the East or elsewhere who are desirous of securing schools in the West, will confer a favor on such persons by making known their post office address to Secretary Carter. A full and clear statement in accordance with the suggestion of the circular will materially facilitate the labors of that officer.

The public are assured that this is no ephemeral enterprise. While we write, we learn of a gentleman who has just secured a fine position, and a school thereby an excellent teacher, through the instrumentality of the Teachers' Mutual Aid Association. The operations of the latter will be fully reported through our columns. The teachers of Illinois will find it to their advantage, we are confident, to add their names to our rapidly growing subscription list, if they have not already done so.

THE UNNAMED HEROES.

BENEATH the frowning rampart, lowly sleeping,
Two heroes lie, by all the world unsung;
Far, far o'erhead, the jeweled stars are keeping
God's watch above them; and though poet's tongue
Be silent, o'er their slumber softly creeping,
The tender west wind stoops to kiss, and sighs,
And, in the forest litanies
And nightly stillness, Nature's dirges soft are sung.

No hand is here the woodland flowers o'erstrewn,
No mother's tears may blossom o'er their sons;
Over their breasts no violet is growing;
But only the dark shadows of the guns,
And this lone, dusty weedlet, dimly growing,
Bestow the tribute of their poor caress;
Still grieving Nature bends to bless,
And day and night above them shine the ethereal
suns.

Weep not, loved sisters! if no pageant bearing
The proud remains sweep by the peopled way;
Here in their humble sleep they still are sharing
The angel's sweet acclaim; and the full day,
The golden sceptre of its brightness wearing,
Beams tearful o'er the shadowy parapet,
And the hushed winds, with fond regret,
In softness pauses, mothers, o'er your darlings way.

Far from their own dear village churchyard lying,
No wreath to deck their slumbers can ye bring;
No prayer to consecrate; only the sighing
Of the dark pines that wide their branches fling
Between confronting legions, as if crying
Unto high Heaven for peace! still weeping here,
A ransomed soil will e'er revere,
And loving hearts will lay their grateful offering.

Mourn not! or wife, or mother, sadly turning
To where, amid war's crimson surges, lie
The pulseless bosoms for whose fondness yearning
You hailed the happy furlough drawing nigh;
God trusts these lamps that now, far brighter burn-
ing,

No longer earth illumine with their gleam,
But as in some fair spirit dream,
We feel their glory pouring through infinity.

Rear this rude close to guard the heroes sleeping
From trample of an army's thoughtless feet;
Far whiter harvests are the loved ones reaping
Who made life's echoes here on earth so sweet;
And still the stars their saintly watch are keeping
Above the spot where, lying side by side
In princely rest, they bravely died,
And, nobler than they knew, feared not God's will
to greet.

—Boston Transcript.

WORDS.

WE are far from being finical in the use of words, but must acknowledge that the prevailing carelessness in the press, at the bar, and even in the pulpit, seems to us much to be regretted.

There is such a thing as good English, and it surely is a teacher's duty to preserve our glorious mother tongue in its purity.

The *New York Evening Post*, of which the scholarly poet, Bryant, has so long been the leading Editor, has for many years excluded from its columns the following list of words. The reader will observe that some of them have had their day, and are passed by, and that about others there is some dispute, for which (as in the case of "reliable," "progressing") we refer to the last edition of Webster, with the remark that many careful writers still avoid the use of those words as doubtful English. The list is as follows: Aspirant, ignore, humbug, bogus, taboo, reliable, "proudest boast," states (for "says,") transpire (for "occur,") "is being done," etc., role (for "part,") inaugurate (for "begin,") to base predicate, progressing, to progress, parties (for "persons,") indorse (for "approve,") posted (for "informed,") authorless (for "author,") portion (for "part,") raid, bagging (for "catching,") repudiate (for "disown" or reject,) gents (for "gentlemen,") pants (for "pantaloon,") juvenile (for "boy,") measurably (for "in a measure,") lady (for "wife,") lengthy (for "long,") loan (for "lend,") ovation, located.

Such readers as are surprised to learn that the words in the above list are not good English, will find it useful to trace out the history of each in the new Webster's Unabridged.

MARRIED.

JULY 22nd, at the residence of Mr. O. O. Alexander, Urbana, Ill., by the Rev. C. D. Nott, assisted by the Rev. J. G. Little, Mr. Thomas J. Burrell, of Champaign, and Miss Sarah H. Alexander, of Seneca Falls, N. Y.

August 14th, at the Methodist Church, Normal, Ill., by the Rev. Mr. Wilkin, Mr. Stephen Bogardus, of Boons, and Miss Mary J. Smith, of Normal.

August 14th, at Richmond, Indiana, Mr. William Russell, and Miss Bina Hinshaw, both of Indiana. The congratulations of **THE SCHOOLMASTER** to all.

THE JESTER'S COLUMN.

A SMALL child being asked by a Sunday school teacher, "What did the Israelites do after they had crossed the Red Sea?" answered: "I don't know, ma'am, but I guess they dried themselves."

A LITTLE four year old, residing a short distance from the city, was saying the Lord's Prayer a short time ago, at his mother's knee, and after he had finished it his mother said: "Now, Sandy, ask God to make you a good boy." The child raised his eyes to his mother's face for a few moments as if in deep thought, and then startled her with the following reply: "It's no use, ma. He won't do it. I've asked him a heap of times."

COLD blooded people who have not been carried off by the base ball playing enthusiasm, will sympathize with the philosophical remark of a Digger Indian in Nevada, who sat watching a party of base-ball players. They seemed to him to be working very hard, and, turning to one of them, he asked: "How much you get one day?"

AT a rural-diaconal meeting, held the other day at Llanfihangel-yn Nhowyn, the subject for discussion, says a Welsh paper, was "Gweddi gymmuledfaol." At the next meeting the following subject will be brought forward: "Ysgrhythroldeb sefydliad crefydd mewn gwlad."

"A PASSIVE verb," said a teacher, "is expressive of the nature of receiving an action, as 'Peter is beaten.' Now what did Peter do?" "Well, I don't know," said the scholar, deliberating, "unless he hollered."

A SABBATH school teacher was attempting to teach a small boy the meaning of wages in the passage, "The wages of sin is death," and asked him "What does your father get on Saturday night?" "Drunk, ma'am," answered the boy, without any hesitation.

ONE of the clergymen of Springfield, who is in the habit of adding "ah" to his sentences, recently spoke to those who "have been brought up on the Lord's side-ah." Another clergyman, who had the same habit, gave a solemn warning to the aged among his hearers, who had "one foot in the grave, and the other all but-ah."

AN Ohio school girl went through her calisthenic exercises at home for the amusement of the children. A youthful visitor, with interest and pity on his countenance, asked her brother "if that gal had fits." "No," replied the lad, contemptuously, "that's gymnastics." "O, 'tis, hey?" said verdant; "now long has she had 'em?"

THE way in which musicians take a popular air and tease it to death with what they are pleased to call variations on it, leads an exchange to try the effect on poetical readers of introducing similar variations into poetry; as thus:

To be, fiddle—or not to be, diddle—
That is the question, de rol de dol day,
Whether 'tis nobler, doodle—in the mind to suffer,
Doodle—
The slings and arrows, noodle—of outrageous fortune,
Doodle—

Or to take arms, kafoozleum—against a sea of troubles, kafoozleum—and by opposing, end them, ti roodle, ti roodle, ti roodle, ti ray.

A TEACHER, who, in a fit of vexation, called her pupils a set of young adders, on being reproved for her language, apologized by saying that she was speaking to those just commencing arithmetic.

SILENT, SWIFT, AND IRREVERSIBLE.—"It is the simplest."—"It is the least liable to get out of order."—"It is the best made."—"It runs the stillest."—"It runs the easiest."—"It runs the fastest."—"It has a device to prevent the wheel running backward."—"It requires the least mechanical skill to use it." These are a few of the thirty-five "Decisions" rendered by the Judges at the celebrated "Grand Trial at Island Park," in favor of the Wilcox & Gibbs' Sewing Machines.

SCM TOTAL OF GREAT LIBRARIES.—We have had much to do with dictionaries, first and last; have turned over a thousand pounds of them, perhaps; have watched new editions rising in stately fashion, and found the best were set on Webster's sure foundations. What we have written of Webster's work, while it has been in all truthfulness, has also been in all love. We have a warm filial feeling for it and for him: grateful to Webster for earliest lessons and for latest teachings; grateful to God, that, while He gave us English for our mother tongue, He gave us a man so worthy to record and expound it; men so able to continue the work he so nobly begun. And we put that mother tongue to a sacred use when we offer the truthful words that these three books are the sum total of great libraries—the Bible, Shakespeare, and Webster's Royal Quarto.—Chicago Evening Journal.

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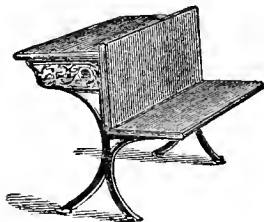
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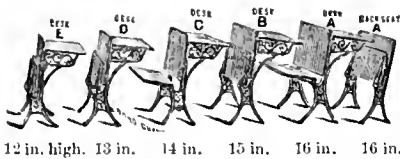
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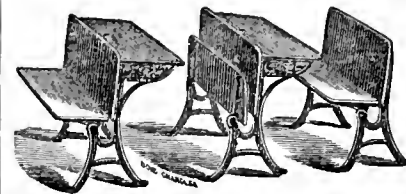
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THE SCHOOLMASTER.

A Journal of Education, Literature, and News.

VOL. I.

NORMAL, ILL., OCTOBER, 1868.

No. 6.

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AN ADDRESS

*To the Graduates of the Normal University
on receiving their Diplomas, June 25,
1868.*

BY PRESIDENT RICHARD EDWARDS.

Young ladies and gentlemen members of the graduating classe: A great change is about taking place in your relations to the work of society. Your time of preparation for life has closed. Productive labor will henceforth be demanded of you. It will no longer be enough to say of you that you are men and women of promise; you hereafter must be persons of performance. Your preparation is about to be put to the proof. The armor which for three or four years you have been forging and tempering here, is to be tried in the actual battle of life; it is to be tested by the blows and thrusts of what is, to each of us, the great conflict.

Thus far you have been, to a great extent, guided by the judgment and volition of others. Responsibility has not fallen heavily upon your shoulders. You have given your aid to promote the success of plans laid by other minds, but the agony that wrings the heart when cherished plans, involving others as well as yourselves, become failures, has not seized upon you with its crushing force. Nor have you felt, as I hope you may in the future, the unutterable joy that comes of guiding the great forces about you, so as to make them the ministers of God's loving kindness and your own beneficence.

Many things occur to the mind as proper to be uttered on such an occasion. Much counsel is at once suggested as fit to be given to young people in your situation. And I have no doubt that words at such a time may have more force than at others. Counsel imparted at this, your great hour of transition, may make a deeper impression than under ordinary circumstances. But I am confident that you do not need admonition to-day. During your stay here you have lived in an atmosphere of good principles. The air has been redolent of sound maxims and wholesome exhortation. And you have not turned a deaf ear to whatever of good counsel has been offered. We are confident that in your character and conviction you do full justice to all that we have striven to do for you. You are as good, as wise, as earnest, and as well and nobly prepared for life as we have any right to expect you to be.

And what should one say to you, who have yourselves so truthfully and earnestly spoken to-day? What better thoughts or more appropriate words than those by which you have held this vast audience through the hours? What more inspiring themes than these you have discussed in our hearing? What more wholesome counsel than you have taken to yourselves? Glance at the headings of the paper I hold in my hand, the programme of your day's exercises. What inspirations come with the reading of the mere titles of your essays and orations? "Let there be light." Let it be first in your own souls. Open the mind's eye, that God's sunshine may gleam fully upon every faculty. Let it illumine the reason. Let it warm the heart. Let it shed a glorious radiance upon the imagination. Let the entire universe of God be one grand orb of illumination, disclosing the way to serene heights of philosophic and spiritual truth. And let there be light, too, for those who come under your influence. Let the divine effulgence beam from your eyes as well as into them. Be to your pupils a perennial illumination, warming into a noble life all their powers of intellect and heart. Freely has God poured his light upon you, freely must you reflect it upon all that surround you.

Thus shall you become "Earth's Benefactors," the almoners of God's choicest bounties. Thus the world shall indeed be the better for your having lived in it. And it will be so, too, in respect to the most precious possessions. Your additions to the wealth of the world will be of the noblest.

You must acquire a power of thorough moral analysis. "Liberty" is the highest prerogative of the human being. "License" the most degrading of human tendencies. Find the boundary line. With a clear eye and a firm hand trace it out for yourselves and for others. This is the highest exercise for the intellect, and the most effectual strengthener of the moral purpose.

This discrimination must be daily and hourly practiced. The permanent triumph of the soul is not to be attained by a few grand achievements. It is "continued dropping that wears the stone," not the occasional outpouring of the cataract. Little by little, day by day, is the battle of life won or lost.

In these contests, be not anxious about results. Your responsibility is only with present duty. Perform the work of the hour; this is the demand made upon each of us. Results will be cared for elsewhere. "There is a divinity that shapes our ends, rough hew them as we will."

Upon such a foundation, what a noble commonwealth may be erected! "Our state" no less than our religion demands of us the best lives; demands that our souls should be illumined, that the line of rectitude should be clearly marked, that the daily duties of life, the slightest as well as the grandest, should be performed in the light of principle, and that our trust in the final triumph of right should never fail.

And thus living you shall not be without your reward. The moral forces around you will accumulate. There will be a piling up of good impulses, aspirations, deeds. The pattering shower of your feeble efforts will end in a generous flood of rain. "Good measure, pressed down and shaken together, shall men give into your bosom." The eternal plan provides that here at least, "It never rains but it pours."

In respect to these high aims, time will not supply all that you need. "Lapse of years is not life." There must be deeds. There must be an agonizing of the moral nature, an earnest putting forth of the moral energies. Not by hours but by heart throbs is life measured. Time, as the mere indicator of the duration of the material universe, is only inert continuance, but Time, as the arena for achieving great moral results, becomes a mighty power whose movements shall be felt through the endless cycles.

And in putting forth the energy requisite to secure these achievements, there must be a definite purpose. You must know at what you are aiming, and must not be turned aside from your plan. "Decision of character" is an essential element in every true life.

By such an activity, such a life, the possession of such a character, "the teacher may be a man." For what is a man but one who possesses manly attributes? One who moves along life's highway by a manly impulse, derived from high convictions, and guided by a high purpose?

Live the "life of to-day." The former ages have done their work, and have passed. For the present age new problems are set in the divine arithmetic. Patriotism, philanthropy, Christian charity, purity of life—these are the powers in whose service the phalanx of to-day should enlist.

Thus shall you master the "secret of success." To give practical illustration to the great thought that good deeds only give life its true value; to cherish and exemplify decision of character; to gather up into one's own soul all manly attributes; to live in truthful response to the demands of the present hour—this is to be successful.

On the stream of life's experience, see to it that you "sail" and do not "float." Be active and not merely passive. Do, and stay not to be always done to. God has endowed you with conscience, reason and will; and it is the function of these noble faculties to guide not only your own movements but also those of the forces about you. You are as much responsible for the use of these regal powers of soul as for that of meaner faculties. It is a crime to neglect the wielding of any influences, which an enlightened, honest and resolute will could have mastered.

And what so much as this can impart strength to the nation, whose glory and permanence we have so much at heart? "The strong nation" must be made up of strong men, of men who know how to stem the tide of circumstance, who have

the moral stamina to keep on their course despite the blandishments of pleasure, or the "slings and arrows of outrageous fortune."

Let your search after truth cease not with your school going. Seek her all the days of your life. Seek her every where. And prominent among her dwelling places is the material world. Investigate this outward revelation of the divine wisdom. Here, among other grand teachings, you will learn how admirably "nature is adapted to the wants of man."

Seek truth, too, in history. Precious lessons are taught in its annals. Here we learn "what we owe to the Christian religion;" that all there is good and great in our civilization, all there is ennobling and inspiring in our literature, and all there is beneficent in our institutions, has come to us directly and undoubtedly from this one divine source.

Your life will not be a continuous, uninterrupted success—a perennial cloudless day. There will be times of gloom and despondency, perhaps of darkness and despair. The sun of your hope may seem to be blotted out from the firmament. But rightly used, this "night" will never fail to "bring out the stars." It will reveal to the soul in its own depth gems of beauty before undreamed of. It will disclose, too, in the world of men and women around you, noble qualities whose existence you may not have suspected. No true man or woman was ever deeply afflicted without acquiring higher views of the capacities of human nature, both in himself and in others. Thanks be to God for so glorious a compensation!

And these consolations are all the more valuable that sorrow is so common. Every where we encounter its victims. Appeals for help, for sympathy, meet us on every side. Let us never forget that all this is for our education, our development in the higher attributes of humanity—in the humane and gentle emotions, and in that large charity which takes in all our kind. If, like the Priest and Levite, our "footsteps" pass by "on the other side," it is not the poor bleeding sufferer that is chiefly injured. The greatest harm is inflicted upon our own souls in all their higher and nobler elements. No human being is ever crushed by sorrow without sinking into a profounder depth of more degrading vice.

These kindly emotions, impelling to deeds of gentle charity, are among the purest of the "silent forces" that move mankind. In the bustle and heat of life's noisy battle, we are in danger of forgetting the noiseless but potent energies which, unheralded and unannounced, revolution-

ize empires and change the face of human society. In your lives cherish the silent forces. Use them in the accomplishment of your best purposes. Bring them to bear upon the culture of the minds entrusted to your care.

But in your anxiety to avoid noisy display, see that you fall not into lethargy. Silence alone is no proof of power. Death is of all things the most silent. "Movement is essential to life." Move, then, in common with all God's animate creation. "Let to-morrow find you further than to-day." Make some distance on the pathway of the higher, as well as of the mortal life, with every revolving sun. Thus only can life be secured. Stagnation is death.

These are a few of the points in the grand sermon you have given us to-day. Learn your own utterances by heart. Incorporate these principles into your inner life. Let them become part and parcel of your moral and mental constitution. Thus shall the twin forces, "letters and liberty," a liberal and genial culture imparted under the inspiring influence of a glorious political freedom, bear in your character and lives their legitimate fruit. Thus shall our Christian civilization, nobly distinguished from all others by its freedom, both of thought and of person, be advanced and improved by your labors, and the race of mankind have cause to hold you in unending and grateful remembrance!

EDUCATIONAL AND GOVERNMENTAL INFLUENCE AND DUTY.

BY PROF. T. J. BURRILL, OF THE ILLINOIS INDUSTRIAL UNIVERSITY.

(Concluded.)

The same people, inhabiting the same land, surrounded by the same influences, save the government, and possessing too the glorious heritage of a glorious ancestry are seen to wither and decay under governmental oppression. Lord Macaulay points out the fact that the Romans, after the empire extended its iron network over the people, made not one discovery in science, wrote not a book that survived the author, did nothing but fight for a time for their monarch, and died. On the other hand, governments actuated by purer motives, aiming more at the good of the governed, permitting free thought, stimulating individual activity, have always had bright and shining constellations of human genius and moral worth. Who can estimate the salutary influence of Greece, of Germany, of England, upon the world? How ill

could we afford to spare the lessons of Socrates, of Luther, and of Bacon! How ill could we afford to hurl from their place the monuments of human greatness that have arisen in every free government that has existed from the beginning of time! Neither is it a wonder that humanity has attained its highest development only under the sanction of the wisest governments. The superstitions of youth, the prejudices of old age, the settled opinions and convictions of all, dogmas though they may be, have a strong tendency to impede the progress of the race and bind down the spirit of the individual thinker in bars of iron and fetters of brass. It was a custom among the ancient Locrians to make the proposer of a new law stand with a rope about his neck, which was to be immediately drawn if his proposition failed to obtain the assent of a majority of his associates, he being sent into eternity for the terrible crime of desiring a change. Very much the same spirit has actuated, and does actuate to-day the world in regard to social, moral, and political reform. Had not the strong protecting and assisting arm of governments been extended, and their proclamations of freedom of thought and education been heralded throughout the nations, we to-day should have had the sun performing his miraculous journey round the world, itself supported upon the ponderous back of some huge sea monster, the moon second in size among the heavenly hosts, the stars twinkling at night through little holes in the canopy above, which by some magic pucker strings were closed during the day, the world, though with the hand writing of God plainly marked upon its tables of stone to the contrary, would still have been made in six days, of twenty-four hours each, the Bible itself would have been read only in Hebrew, Greek, and Latin; there would have been no America and no Columbus known to history; steam would have lifted the lid of the tea-kettle and demonstrated its wondrous power in the Geysers of Iceland without a suggestion to man; the lightning would have gambled wildly through the sky unserviceable to the inhabitants of earth; and more than all, and above all, there would have been no Pestalozzi, nor Dr. Arnold, nor Horace Mann; no white school houses upon the prairies; no temple of learning whose rising domes stand in silent prophecy of the good time coming for the chosen sons and daughters of humanity.

It may seem that this is attributing too much to the great ruling powers among

men, and, indeed, it is, taking them in their widest sense; but is it really too much? Why is it, that 6,000 years have passed away since the creation with so little comparative advancement? Why was it especially that eight centuries, during the dark ages, rolled their tedious round without one step in human progress, one new ray of intellectual light to cheer the gloomy way—a blot upon the page of history, and a warning to mankind? Contrast with these the work of the last century in our own free America, and I leave the result with you. Here, education is the handmaid of liberty, and free speech the parent of progress. In our cities, children have free access to magnificent palaces dedicated to learning; and far out beyond the confines of our civilization the pioneer penetrates the wilderness with his gun, his axe, and his newspaper, and when little ones gather about his humble hearthstone, the spelling-book and the arithmetic, all thumbed and dog-eared, tell tales out of and beyond school—the secret of our national life.

But legislators and governments have another duty to perform in this direction, besides that of guaranteeing freedom of inquiry, education and belief. This is not far enough. They have not yet done all in their power to increase the well-being and full development of the people. They have not yet filled their highest office. They have not accomplished their greatest good to man. They are to see that the citizens have not only the privilege of thinking for and educating themselves, but are to encourage these things, to remove obstacles, to provide the means and facilities, to open a great highway to learning and to direct the throng that crowd in upon it. Societies, fraternities, and churches may provide for their own circles, and send a hallowed influence abroad, but government alone can proclaim liberty and free education throughout all the land to all the inhabitants thereof. They, alone, can levy taxes and collect them. They, alone, can force the avaricious wealth of the country in to school-houses and teachers' salaries—very essential requisites in any system of education. They, alone, can see to it that the poor and needy, a large class every where, have the free exercise of the inalienable right of self-culture and moral discipline. And now, when we remember the infinite good to be achieved, and find there is absolutely but one source from which, in its universal application, it can come, how clear and imperative the duty of that source to open the streams of life, and send them

coursing through every valley and every plain in the broad expanse of the public domain. Nations must educate; states must educate; political governments of some kind must educate, or millions of mankind must forfeit the cherished boon, and die like the brute, without having tasted the sweets, the nectar of a higher life.

All this applies to all governments; for, though it is not the policy of despotism to educate, yet, the terrible sin of its neglect works like a blighting pestilence in the nation and molders in the monarch's throne, till, sooner or later, it must crumble to dust in its iniquity, and the diadem of misdirected power be lost in the ashes of its unhallowed remains. But in our own nation, the duty to educate is seconded by its immediate and imperative necessity. How happy and glorious for man, that a form of government has been instituted in which the two harmoniously conspire to endow him with a legacy second only to the gift of immortality! This necessity has been often and forcibly shown. It grows out of the very idea of republican institutions.

What consummate folly and madness for one to think of success in a business of which he knows absolutely nothing, and determines to learn nothing more; and, yet, how much greater the folly to attempt to carry on a great government, with its stupendous interests and gigantic schemes, without an accurate knowledge of the country over which it bears rule, of the wants and wishes of the people who are associates in government, of the meaning and bearing of its laws, of its ultimate purposes and proper aims!

Again, who succeeds, in a high degree, in a calling he does not love? But, how can a citizen love a government of whose principles and requirements he has no knowledge? How can it be that patriots will rise up from the body and bones of the dead; or martial life and enthusiasm be kindled in those who have no hearts to fire? But with us, each citizen is a part of the government, and upon him rests the responsibility of its prosperity and its perpetuity. How important, how essentially important, that he be thoroughly trained in the school of its discipline, and faithfully prepared to discharge his high trust as a citizen and a sovereign. But this takes a life of study. It takes more than the spelling book and the arithmetic, primarily essential as they are. A true and perfect citizen of our country needs to know, besides the actual rudiments of a business education, something of the geography, and much of the

history, of his own and other lands; he needs to be familiar with the character and achievements of the good and great of all lands, and all times; he needs to drink deep from the lore of the past, and feast upon the acquirements and issues of the present; he needs to know something of the laws of his own body and mind, and to be especially awakened to his duties and obligations to his fellow-man and his Creator. Thus will mankind acquire its greatest glory, and the security of the republic become as lasting and as strong as the eternal laws that govern the universe. Then will America, so favored in her material wealth, so blessed in her free, happy, refined, educated, prosperous people, be crowned queen among the nations, and wear upon her broad brow of intellectual and moral worth the diadem of the world.

Let us now pass to a hasty conclusion, in noting what has been done, and is doing, in the way of education, by our own state. We do not ignore what the national government has done as of little importance. We do not forget West Point and its illustrious sons; we do not undervalue the government's princely donations of lands from the public domain, and we do not fail to appreciate the importance of the recently established bureau of education; but pass them by for the sake of time and patience, and concentrate both upon what has been, and is, and is to be in Illinois. The public schools, receiving half their support from the revenues of the state and controlled by state wisdom and authority, are unsurpassed in the union. True, time has ripened the systems long ago adopted in the eastern and older states into more settled and uniform working; but teachers of long experience east are finding their way westward, to better situations, to better houses in which to labor, to greater influence and greater appreciation, and (not least, by any means, in this warfare world of ours,) to greater salaries.

These things are attracting to our schools the finest professional talent from our own and other countries. Even today, we may count scores of earnest, worthy workers, who shine brilliantly among the assemblies of the ablest teachers in the nation. Especially gratifying is it to the cause of public education in Illinois, that we have at the head of the system the man who, above all others in a similar position, deserves and enjoys a national reputation; the man whose powerful logic and masterly eloquence thunders at the door of our legislative assemblies and compels respect for and

recognition of the high importance of the public school measures. It is a grand thing for us that we have a system of public instruction worthy of such a man at its head. It is the glory of the cause that such a man feels it worth his talent, his time and his toil to promote its interests. No greater encomium can be pronounced upon our public school system. All honor to him, and the hosts of worthy men and women who have made it what it is. All honor to the great state for which, and by which, the work has been accomplished; and all hail to the glad day when the beneficent provisions shall be fully carried out, and universal culture find its realization in every son and daughter of our broad commonwealth.

But the state has done more. It has started and fostered institutions which are now the pride and the admiration of her people. The benevolent institutions, in which the unfortunate find comfort and improvement; the insane, tender care, and oftentimes cure; the blind are absolutely made to see, through other senses than that of sight; the mute, whose deaf ears and burdened tongue have heretofore called out only pity and sympathy, are prepared, with comparatively little disadvantage to themselves, for the realities, the strifes, and the enjoyments, too, of life. These, centered at Jacksonville, are worthy of our state, are the cherished offspring of its benevolent heart.

Rising in its five-storied greatness, and signifying the perpetuity of its usefulness in the massive masonry of its walls, stands, at Fulton, a memorial of the late stupendous struggle for our national life, and a monument to the brave sacrifices that were made. The Soldiers' College, endowed by the free gifts of the people, and sustained by an annual appropriation from the state coffers, so that its privileges are practically free to the maimed and scarred veterans of the war and their posterity, tells a grand story of the union of patriotism and educational interests, so closely allied every where. There stands the monument, upon the banks of our mighty river, and there it shall stand forever, a blessing and a token of love and gratitude to those to whom it is dedicated. And, nearer by, the Orphans' Home tells the same story. It repeats, for emphasis, the highest praise that can be bestowed upon the patriots and the lovers of education who have managed the affairs of our state. Long may they enjoy the honor of their noble deeds, and when time calls them away from earth no more fitting monument to their memory can be erected than these they

have built for the good and happiness of others.

Now, what can be said of the great institution—the greatest of them all in its present influence and power for good—whose walls have so lately echoed to the tread of 800 students, and to whom we look as our *Alma Mater*. Words may not tell its greatness. Rhetoric exhausts itself in unmeaning terms upon its influence. Its power is like the ocean's current, bearing onward the destiny of man toward the desired haven of a perfect humanity, of peace on earth, of good will to all, and of final glory in the world to come. Let no one undervalue the Normal University. Let us pride ourselves in our connection with it and the cause to which it is devoted. Let our whole state pulsate with its higher life, and awaken to new songs of human happiness and improvement.

The Industrial University, at Urbana, comes to us as the last example of our state educational work, last, but not least. Some, in enmity to the University, have contended that it should not be given to high culture and great research of learning; but the letter and spirit of the law calling it into existence declare that these things shall not be excluded. Its great farm will become a school of experiment and a model of excellence; its workshops will teem with busy life; its parade ground will quicken with martial music and the measured tread of military organization; but far above, higher in aspiration and importance, rich and varied learning shall receive the crown of the institution. Who, but in madness, will deny the gracious gift of the highest culture to the sons of *tail*, and those who gather with them from all parts of our state? With its great work to accomplish, with its princely endowment of \$800,000, the University must become the head of our system of public instruction, and as this reaches out to all parts of our state and starts the youth upon the road to culture, so the University will gather them in, in their various interests, and lead them higher, towards a goal of a broad and liberal education. Seventy-seven students attended its opening term. Two hundred is a small estimate for the number that will assemble upon the more proper opening, in September next, and the day is not far distant when Illinois shall dispute with Michigan the claims to the largest and best school in the union.

Illinois needs more, and essential among her wants is a reform school; but, with what she already has as a beginning and prediction, who is not proud

of her as his native or adopted state? Who can not see that her material wealth, great as it is, shall be surpassed in the greatness and prominence of her intellectual and moral worth. The prairies shall blossom with new flowers, and all the trees of the forest shall clap their hands.

NORMAL UNIVERSITY—LITERARY SOCIETIES.

PHILADELPHIAN SOCIETY.

Organized, 1857. Incorporated, 1867.

Present Officers:

President—Mr. Wm. R. Edwards,
Vice-President—Mr. Wm. C. Griffith.
Secretary—Miss Alice Emmons.
Assistant Secretary—Miss Dell Cook.
Treasurer—Miss Mary LeBaron.
Assist. Treasurer—Miss Ida Overman.
Librarian—Mr. F. W. Hullinger.
Assist. Librarian—Mr. Rowland Lakin.
Chorister—Miss Myra Overman.

WRIGHTONIAN SOCIETY.

Organized, 1858. Incorporated, 1867.

Present Officers:

President—Mr. Isaac F. Kleckner.
Vice-President—
Secretary—Miss Fannie Smith.
Treasurer—Miss M. E. Hunter.
Editress—Miss Lou, C. Allen.
Librarian—Mr. R. A. Childs.
Chorister—Mr. R. M. Waterman.

NORMAL UNIVERSITY—FALL TERM, 1868.

THE new term commenced with a full attendance, as follows:

NORMAL DEPARTMENT.

Ladies.....	189
Gentlemen.....	124
Total.....	313
Model School.....	205
Grand total.....	518

The public school at Normal finds the new building insufficient to accommodate all who apply.

The Grammar Department contains about.....140

The Primary Department contains about.....190

Total.....339

The teachers of the Public School are as follows:

GRAMMAR DEPARTMENT.

Mr. Henry McCormick, Principal.
Miss Ruthie E. Barker, { Assistants.
" Emma T. Robinson, {

PRIMARY DEPARTMENT.

Miss Melinda Embree, Principal.
" Mary E. Barker, { Assistants.
" Ida M. Laughlin, {

At the examination of candidates for the State Teachers' Certificate, by Secretary Bateman in August last, all the Normal applicants were successful.

LET THERE BE LIGHT.*

BY EMMA T. ROBINSON.

LET us open the darkened doors of the past, and gaze upon the earth enfolded in the morning mists of creation. No flowers burden the air with their delicate perfume; no bird song is wafted upon the breeze; no sound of life vexes the silent air. There is no sweet light of the sun, or faint far glimmer of the stars. Darkness is upon the face of the deep, and all is motionless and dead.

But when God, in the sublime grandeur of His spirit, moves upon the face of the waters, the clouds fold their vapory wings and nestling in the bosom of the ocean reveal the deep blue of the heavens with their fretwork of golden fire.

Gladly the earth receives the light and heat of the firmament above her, and in her joy, gives forth of her hidden treasures. Before so bare and desolate, she is soon clothed in garments of beautiful green. Bird songs swell upon the breeze, the waters move in power and majesty, and all nature rejoices in the glad sunlight.

Sovereign of the universe is the sun. At his bidding the sleeping embryo awakes, and the tiny germ is transformed into the majestic tree. The great rugged elm stands cold and motionless against the metallic blue of the winter sky; but when the April sunshine comes there is a stirring in its grand old trunk, a whispering among the buds, as the sap flows onward with a warm and gentle life.

It is the sun that filters the waters of the ocean, and gives them to us in the rain storm and in the gentle dews. At his voice the bosom of the ocean swells, and the waters of the north mingle with those of the south. It is sunshine that gives us the cool Pacific breeze, and breathes upon the south with the winds of the north. It lingers at eve in clouds of purple and gold, and at morn the banks of the east are crimsoned, as Aurora blushes at the approach of her lord. It is sunshine that causes the trees to shake their limbs for joy, as they cast to the earth the rich results of their summer's toil. At its bidding the peach blushes beneath its furry covering, the pear melts away in deliciousness, and the purple grape gleams among the glossy vine leaves. Every tree, leaf and

*Read at the Commencement of the Normal University, June 25, 1867.

flower stalk has a story to tell of the beautiful sunlight. At its approach the birds sing their wild songs of joy, and every flower and dewy cup giveth of its incense.

But the sunshine of nature is not all the light God has given His children. To each one he has given a soul capable like the sun, of throwing off light and heat, although itself dark and cold. The rays of the sun are no more necessary to material life, than are the soul's rays to the life of happiness. Many, who might bask in the light of a luminous soul, live in the frigid regions of their own natures, where the soul rays seldom fall. Others continually live in the tropics, and their happy faces tell of the contentment and joy within. I love a face full of sunshine. There is often more of cheer and comfort there than volumes of words can express.

O give to me those happy hearts,
That b'v'e the joyous light;
That laugh, through tears, at life's commands,
While learning them aright.

O give to me those warm true hearts,
That beat the same for you
In sweet sunlight, or deepest gloom;
Whose light is ever new.

The sunlight gilds the mountain tops,
And gives them mantles green;
It nestles in the valley sweet,
And leaves a flow'ry sheen.

To us it paints the skies at eve
With purple and with gold.
It pencils flowers of ev'ry hue,
That hearts may ne'er grow old.

The earth is filled with flowers and song,
With joyous laughing youth;
The greatest want the wide world knows,
Is radiance of truth.

Our Father gave us holy truth,
To be a constant light;
To nerve and cheer the hearts of men,
While battling for the right.

To-day we stand upon the threshold of activity. The cloud tracery of hope is beautiful and bright above, and our hearts are strong, as the surge of time bears us onward to our labors. Our mission is sacred. Let us go forward with happy hearts, and with faces reflecting that sweet soul-light that God meant should flood the world.

REGISTER OF NORMAL TEACHERS.

(Facts for this column respectfully solicited.)

GRADUATES—NORMAL DEPARTMENT.

MRS. E. F. BALDWIN, formerly Miss Fannie Gove, (class of '63) resides at Peoria, Ill.

Miss Harriet E. Dunn, ('64) Teacher in Public Schools of Bloomington, Ill. Third year.

Miss Mary W. French, ('67) Teacher in Public Schools, Cairo, Ill. Second year.

Miss Nellie Forman, ('67) Teacher in Massachusetts.

Miss Mary R. Gorton, ('67) Lady Instructor in Cook Co. Normal School, Blue Island, Ill. Salary, \$1,000.

E. Aaron Gove, ('61) Principal Graded School, New Rutland, Ill. Second year.

Miss Helen F. M. Grinnell, ('62) Assistant High School, Peoria, Ill.

W. Dennis Hall, ('63) Principal Graded School at Clinton, De Witt Co., Ill. Second year. Recently married to Miss Lemen, formerly a Normal student.

Mrs. C. R. Hurd, ('66) (formerly Miss Maggie McCambridge,) resides at Cairo, Ill.

Edwin Philbrook, ('60) in the insurance business at Normal, Ill.

Miss Sarah H. Raymond, ('66) Teacher in Public Schools, Bloomington, Ill.

Mrs. S. H. Robinson, ('63) formerly S. H. Stevenson, resides in New York city, and is engaged in literary work.

Frederick J. Seybold, ('67) agent of G. & C. W. Sherwood, Publishers, Chicago. P. O. address, Evanston, Cook Co., Ill.

John H. Thompson, ('63) teaching at Salina, Kansas. Recently married.

NOT GRADUATES.

Eugene F. Baldwin, Local Editor of the *Transcript*, Peoria, Ill.

Loring A. Chase, of the firm of Overman & Chase, dealers in evergreens, hedge plants, etc.

Miss Ida M. Laughlin, Assistant Primary Department of the Graded School, Normal, Ill.

Miss Virginia C. Murdock, Teacher in Public Schools, Bloomington, Ill.

William Pardee, Teaching in Burlington, Iowa.

Robert M. Stevenson, Teaching at Norwood, Ill.

SILENT FORCES.*

BY CORNELIA VALENTINE.

God's silent forces, working in a harmony so wonderfully mysterious, are His mightiest powers. We live from year to year; we move upon our beautiful earth, itself a mere speck in the infinity of space; we watch the flowers spring up, bud, and blossom, the blushing rose and the pale lily, side by side in their delicate beauty. We wait for the fields of rolling green to grow white unto the harvest; we admire the millions of dew-drops, glittering in the sunlight, as they tremble among the bright flowers; we

*Read at the Commencement of the Normal University, June 25, 1868.

look at the sparkling crystals of frost on a clear, cold morning; we wonder at the beautiful regularity of the snow-flakes as they robe the frozen earth in purest white; we observe the brilliant hosts of heaven, "the stars so beautiful on night's radiant brow," all moving in their appointed times through the ether; we do all this without pausing to inquire why we find it thus. We do it without thinking of the delicate machinery which by its silent working sustains the harmony of the great universe.

At the opening of spring, through the genial influence of light and heat, the naked limbs of the forest trees become clothed in their dense foliage of living green. At first appear the tiny buds, which are day by day silently developed into the full-grown leaves, fluttering among the branches. With the coming of autumn's blasts, withered and faded, these drop upon the ground, to mingle with the soil beneath them.

For what purpose are they thus created? Is it only as a means of beautifying the grand old forests? This is but one among the *many* purposes of their existence. They are the very builders of the tree. Each spring-time array of foliage adds to it size and strength.

Silently the leaf gathers from the earth beneath, and the air around it, the food which sustains the tree. Silently it purifies the air we breathe. Silently, and in a manner most mysterious, it converts itself into the beautiful ripe fruit, bending the frail boughs in its rich abundance.

Thus, then, the leaf, in its existence so apparently insignificant, provides the germ, and afterwards silently sustains the living tree, strong in its growth of centuries.

A little floating cloud slowly rises in the distant west. Whence came it? Whither its gathered strength as it rolls through the heavens rent by lightnings, and giving forth its threatening peals of thunder?

Far out on the calm ocean, the warm rays of sunlight pierce the depths of waters. They yield to the gentle influence; vapors rise, freighting the air with moisture, and breezes bear it to refresh the earth with showers.

Thus, silently, the sunlight lifts from the great ocean the raindrops, and sets in motion the very air which bears them shoreward. Can mortal man measure the wondrous power, which, by evaporation, silently lifts each day a sea of moisture from the ocean? Can he measure the wondrous power which silently lifts a flood of sap out of the moist

earth, and in direct opposition to the laws of gravity, sends it coursing through the roots and branches of the numberless trees, making the leaves glow with a fresher green, and filling the millions of little veins with the reviving fluid?

The mighty Amazon, thundering in wild fury along the eastern slopes of the Andes, our own Mississippi, winding through the rolling prairies of our beautiful west, all earth's wildly rushing rivers, pouring into the broad ocean such foaming seas of water, would cease to flow, and their rocky beds grow dry, were it not for the working of the unseen forces by means of which they obtain their waters. The silent rays of warm sunlight send every drop of water that feeds each running stream, be it rippling brook or foaming river.

Our lines of massive buildings, vast walls of solid masonry, with strength sufficient to withstand the storms of centuries; iron bars defying the power of man; hills, mountain high, of solid rock; all would resolve themselves into numberless millions of atoms, were the silent force which holds them together to cease its action.

Silently, at every pulsation of the heart, the warm blood courses through each throbbing vein; silently we draw the breath of life, itself the slender thread of our existence; silently the delicate frame of the helpless infant is developed into the strong constitution of the robust man. But there is a silent force mightier than all these in the beautiful world around us, mightier than these which exist in the delicate *frame-work* of the human body, and this is the invisible mind of man, the nearest type of God himself.

We wonder when we look at the great ships which breast the fury of the storms, and ride the ocean wave; at the vast numbers of railroad cars, rushing with lightning speed over the tracks, tunneled through mountains, winding up and down their long, steep slopes, and gliding over the sweeping prairies; at the harmonious action of the thousands of complicated machines, keeping up their din all over the land; at the long lines of telegraph wires, forming a medium by which persons thousands of miles apart commune as if face to face; we wonder at all these, but if these seem mysterious, what then is the silent mind which conceived them, making even the very elements of nature the means for the accomplishment of such great results.

Kings sway their scepters over mighty nations; emperors rule their dominions with world-renowned skill; presidents

sit in state at the head of great republics; gallant generals shout their commands amid the noise of battle, and win brilliant victories; and yet, not among these alone find we earth's mightiest men. The men of profound thought, shut up in the quiet of their studies from the turmoil of the busy world, whose brilliant intellects discover the mysterious harmony in the laws which govern our material world, and conceive the workings of complicated machinery before its construction, these are silent forces, mighty in their very silence.

Such was Newton, the discoverer of the great law of gravitation; such Fulton, who in his imagination foresaw steamboats plowing through the waters; such Gutenberg, who labored long in seclusion, and as a result revealed the art of printing; such Howe, who toiled month after month in his lonely garret, wanting the bare comforts of life, whittling away whole baskets full of chips in order to produce a model, and at last placing before the world a sewing machine. The greatest doers of good have usually wrought in this quiet spirit. Thus Shakespeare wrote; thus Columbus sailed; thus Copernicus discovered.

"It is not the outward, but the inward man, that holds the key of power."

Not in what we see and hear about us, exists the greatest power, but the silent working of the unseen reveals it.

Not alone in the roar of the thunder-peal is there a manifestation of force. We see it in the silent budding of a flower. The force which causes the eruption of a volcano is not a tithe so powerful as that which silently holds the radiant planets in their appointed places.

"Thus silently, sublime in endless activity and permanency, exist the moving forces of creation."

THE OLD SCHOOL-HOUSE.

WHATEVER else to the night has gone—
The night that never shall know a dawn—
It stands undimmed in my memory still,
The old brown school-house on the hill.

I see the briars beside the door,
The rocks where we played at "keeping store,"
The steps we dug in the bank below,
And the "bear-track" trod in the winter snow.

The corner brick on the chimney lies
Just as it did to my boyish eyes;
And in dreams I throw the stones again
I threw at that toppling brick in vain.

The names of the weather-boards are part
Of the sacred treasures of my heart;
Some yet a place with the earth-sounds keep,
And some in the holds of silence sleep.

I hear the growl, from his central lair,
Of the swiftest boy who stood for "bear;"
And the sound brings back the joy and glow
Of the chase around the ring of snow.

Often again in thought I slide
On the stone-boat down the long hill-side;
The breathless speed and the dizzy reel,
And the wind in my lifted hair I feel.

Ah me! There are spots that hold my dead
In a sleep unstirred by memory's tread;
And many a scene of life's triumph lies
Deep in the mists that never rise.

And things of rapture and things of tears
Are hidden within the veil of years;
But the old brown school-house on the hill,
It stands undimmed in my memory still.

A GERMAN KINDERGARTEN.

DR. HURST writes from Bremen to the *New York Methodist* :

"Perhaps a better idea can not be presented of the working of a Kindergarten than a description of the way in which the principal one in Bremen is conducted, and which I have had occasion to visit. Many of the children are so small that they need to be conducted thither by older persons. They are met at the door by a servant, who relieves them of hats, coats, shawls and lunch box, care being taken, however, that each child aids in adjusting its own things, and has a fixed place for all. The proprietress—Miss Grabau—is assisted by two other ladies. The school is divided into two classes, either one or the other of which is nearly always in the large hall for exercise, or working in the little garden out of doors. In the school room each scholar is provided with a very neat and comfortable desk and chair, and is taught to regard them as its own property. The employments are worsted work, knitting, elementary drawing, and every other imaginable thing which is supposed to furnish such young fingers and minds with combined skill and amusement. The children have patterns before them for every thing they are to do, and the teacher personally superintends them in each little labor, when every pains is taken to impart as much elementary instruction as possible. For example, if a little girl is at work on a book-mark, or a lamp mat, she is taught imitation, combination, perspective, counting, the alphabet, and many other things. As soon as she is tired of one employment, she is at liberty to begin something else that she may like. Thus all weariness is avoided.

"The room for exercise is very large, and, like the school-room, neatly ornamented with pictures, and when the children are in it they are under the care of a teacher, who has them go through with many 'gymnastic exercises.' This is the most interesting feature of the Kindergarten. The children, boys and girls, promiscuously, are directed to assume a certain position. It may be that of a regi-

ment drawn up in line of battle. The teacher then commences a story about a certain battle; then commences some stirring song, when all sing it together, and then the battle commences in right good earnest. After the great victory is won, the teacher narrates a peaceful story in verse, which the children have also been previously taught, and which they repeat with her, going through with all the gymnastic exercises suggested by the verses. For instance, she tells of a great pigeon house, out of which the pigeons come one by one. Some fly slowly and others more rapidly; others go off and hop around on the ground, while others light on the chairs, some get tired and others fall down, and thus the supposed movements of a whole flock of pigeons are represented by the children.

"Afterward, the teacher may begin to tell in prose about an old blacksmith, and by and by she reaches the verses telling of his anvil, bellows, red hot iron, and great hammer, when the children sing with her, and the whole room is transformed, for a time, into a great smithy, and all the little folks industriously and laughingly playing blacksmith. Another song tells about walking over a heath, where at last a great pond is reached. The frogs are heard to croak, and seen to leap into the pond. During this time the entire class becomes a large group of similar croakers. In all these initiatory exercises, the children preserve strict order, but their risible propensities are but little restrained. Just as soon as the slightest fatigue or decrease in interest is observed, the exercises are changed, when the class is immediately taken into another room, or else into the garden. About one half of the time seems to be devoted to the gymnastic and horticultural employments, and the other half to the light manual labor at the desks in the school-room proper.

"There are a great many of these half-poetical and half-prose stories, having somewhat of a theatrical character, taught and performed in the Kindergarten. I have at hand a volume which contains fifty in all, profusely illustrated. Some of the titles are: 'The Mouse and the Cat,' 'The Ants,' 'The Stork and the Frog,' 'The Butterfly,' 'The Grasshopper and the Worm,' and 'The Horse-chestnut Tree.' Each of these stories requires, perhaps, from ten to fifteen minutes to repeat and perform.

"The exercises and employments at the Kindergarten are sure to be brought away by the children, and enter largely into their home-life. If you send your little folks to one of them for three months, you may expect, for a long time afterward, to see them hopping about your premises like frogs, leaping like deer, springing like cats, and, as nearly as they can, flying like swallows, barking like dogs, swimming like fish, swinging like tree-tops, sailing like boats, and chattering like magpies."

The Schoolmaster.

NORMAL, ILL., OCTOBER, 1868.

This periodical is published monthly at one dollar per annum, in advance. Original contributions will be gladly received. Communications relating to the editorial management should be addressed to

ALBERT STETSON, EDITOR, NORMAL, ILL.

All other communications to

JOHN HULL & CO., PUBLISHERS,
Normal, Ill.

CHURCH, GOODMAN AND DONNELLY, PRINTERS,
108 & 110 Dearborn St., Chicago.

THE TEACHER'S CLASS BOOK.

WE commend the following, which we extract from the last report of J. L. Pickard, superintendent of the public schools of Chicago, to all teachers who employ the marking system:

"I desire to call the attention of teachers to what I deem an unwise, if not an injurious practice. I refer to the practice of leaving the teacher's class book always open to the inspection of pupils. In many instances it has an evil effect, and, I can see no possible good to flow from it. Teachers, under such a practice mark higher than they otherwise would, or, with less range of credits than facts demand. They lay themselves open to importunities, on the part of disappointed pupils, every day, and at almost every hour of the day. Entreaties with tears, or backed with frivolous excuses, will sometimes lead to changing of marks, to the relative injury of those who bear the marks given without complaint. It leads pupils to complain of the partiality of teachers, and encourages them to strive for high marks rather than for good, sound scholarship. It would not be at all strange if the temptation placed before some, of not excessive honor, should be found too much for them to resist, and, in the absence of the teacher, the rubber and pencil should do what hard study failed to do. The book in which record of daily recitations is kept should, in all cases, be the teacher's private property until, at the end of the month, the results are grouped and furnished to the parents. The advantage of the stimulus of a low mark to-day upon the study of the pupils for to-morrow's recitation, is more than counterbalanced by the temptation to neglect study to-morrow, furnished by a high mark to-day. In brief, it makes our marking system too much the end and aim of work. If pupils need reminding oftener than once a month of their exact standing in the class, it can be

done privately, and in individual cases few in number. The more secret method is worth a trial. If it shall be found detrimental to scholarship, we can return to what seems to me, from my present knowledge, unwise if not injurious.

THE BLOOMINGTON PANTOGRAPH.

OUR neighbor has recently been enlarged, and greatly improved, typographically and otherwise. It is conducted with marked editorial ability, and is certainly second in respect to appearance or merit to no daily published in the state outside of Chicago. The *Pantograph* deserves and should certainly receive a liberal support.

THE SCHOOLMASTER.

BEFORE us lies a pleasant letter from a gentleman recently a Normal pupil, but now engaged, with earnest spirit, in the work of teaching. It opens with this agreeable salutation: "I am glad to express my entire satisfaction with, and desire for, THE SCHOOLMASTER. I welcome it as a letter from home." Messages of similar tenor are frequently received. Thanks for the good will of friends so kindly manifested.

MAGAZINES, ETC.

THE MASSACHUSETTS TEACHER, for September, presents its usual attractive appearance. Its contents are for the most part original, and all of practical interest and importance to its patrons, and teachers generally. The report of the admirable address of the veteran grammarian, Prof. S. S. Greene, on the elementary study of the English language, we regret we have not room to publish entire. The utter folly of requiring a young child to memorize grammatical rules, as a means of mastering the language, is properly characterized. How true is the following: "We are apt not to take up the study of the English language as a *vital* matter. It is treated too much as if it were a *dead* language. We are too apt to take the language and analyze and discuss its principles, far in advance of the thought and capacity of children, rather than the language which they express themselves. We make a mistake in this, as we do not fall into line with their sympathies, and go on in teaching the English language in connection with their thoughts. If the teacher, after the children have reached the point when it is proper to take the text-book, keeps up the habit of giving

living forms of language, that the children will understand, teaching the English language will be no more difficult than any other teaching."

The *Pennsylvania School Journal*, for September, is largely occupied with a very full report of the Pennsylvania State Teachers' Association. The subject of compulsory attendance at school appears to have been considered at length, to the decided advantage of the affirmative. The practice of publishing these discussions in full, seems to us an admirable one. The dry and frequently somewhat tedious essays which often fill the educational periodicals, are far less likely to be read with some practical results for good, than a spirited report of public discussions like those to which we have referred.

The September number of the *Illinois Teacher* opens with another of the serial articles upon the instruction of the blind, by Prof. J. Loomis. It is interesting and suggestive to those teachers whose pupils are blest with good eyes. The educational items and correspondence are, as usual, full and interesting. The leading editorial on "Much Teaching, Little Progress," justly urges the needs of a well digested plan in the work of teaching.

The *Kansas Educational Journal* opens with a partial report of an address before the Kansas State Teachers' Association, by Richard Edwards. It is entitled "Parties to the Educational Enterprise," and is alike sound in sentiment and vigorous in expression. Dr. Willard's article on Grammar bears evidence of the thoughtfulness of its author.

The system of Phonotypy, which is recommended editorially and otherwise, useful as we must admit it *theoretically* to be, we venture to prophesy will be no nearer universal adoption a century hence than to-day.

The *Young Folks*, for September, makes us wish that we had our childhood days again to live over, always providing that kind fortune might furnish us with this beautiful publication. Its table of contents is uniformly excellent, and its standard is never allowed to deteriorate.

And here is the *School Day Visitor* with its store of good things, and the *School-moth* and the *Nursery* for the smallest, that none may be slighted. Verily, Young America ought to be grateful for what the publishers are doing for his amusement and improvement.

The *Rural Messenger*, Josiah Bonham, Editor and Publisher, is an excellent agricultural publication. There seems

an adaptation of its contents to the class of readers for whom it is intended, not always seen in papers intended for farmers and their families. The *Messenger* ought to receive from such a liberal support.

It is not often that our eyes are favored with so beautiful a specimen of the typographic art, as the Fourteenth Annual Report of the Chicago Board of Education. It is printed upon tinted paper of superior quality, by Church, Goodman & Donnelley, 108 and 110 Dearborn street, whose admirable work is so universally esteemed wherever known.

We are making use of Payson, Dutton and Scribner's Steel Pens, the excellence of which we take pleasure in making known. They are flexible and durable, and well suited for all varieties of penmanship.

SUDDEN DEATH.

On the afternoon of Sunday, Oct. 4, Mr. Henry P. Kingsley, of Normal, while attending a Sunday school concert, with his little daughter, in the Congregational church, suddenly fell dead from disease of the heart. He had attended church in the forenoon, as usual, and was in his ordinary health. Mr. Kingsley was one of the leading citizens of Normal, and a gentleman of integrity and character, and his sudden demise leaves a gap in the community not easily filled. The former home of the deceased was Tonic, and thither his remains were conveyed for interment.

THE NORMAL LITERARY SOCIETIES.

We are glad to state that these organizations commence the new school year with unusual spirit. Want of space forbids further notice here. More anon.

THE TREATMENT OF DISEASE.

The methods which, at the present day, are most prevalent in civilized countries, may be denominated the following:

1.—The *Artificial* method; which, when carried to excess, is commonly termed heroic, and which consists in reliance on artificial remedies, usually of an active character, in the expectation that they will of themselves remove diseases.

2.—The *Expectant* method. This consists simply in non-interference; leaving the chance of recovery to the powers of nature, uninfluenced by interpositions of art.

3.—The *Homoeopathic* method. This is a counterfeit of the last and consists in leaving the case to nature, while the patient is amused with nominal and nugatory remedies.

4.—The *Exclusive* method; which applies one remedy to all diseases. This head includes hydropathy, also the use of various mineral waters, electrical establishments, etc. Drugs newly introduced and especially secret medicines, frequently boast this universality of application.

5.—The *Rational* method. This recognizes nature as the great agent in the cure of diseases, and employs art as an auxiliary, to be resorted to when useful or necessary, and avoided when prejudicial.—*Dr. Bigelow's "Medical Inquiries."*

The exaggerated impressions now prevalent in the world, in regard to the powers of medicine, serve only to keep the profession and the public in a false position, to encourage imposture, to augment the number of candidates struggling for employment, to burden and disappoint the community already overtaxed, to lower the standard of professional character, and raise empirics to the level of honest and enlightened physicians.—*Ibid.*

OBITUARY.

It becomes our painful duty to record the sudden death of Miss Maria S. Arias, assistant teacher in the Normal Graded School. She had complained of illness for several weeks, but continued her labors in the school-room up to Monday, Sept. 14. On the morning of Thursday, Sept. 17, she suddenly died of congestion of the brain.

The funeral service took place on Friday at the Congregational church, of which the deceased was a member, and the highest tribute of respect for her personal worth and consistent Christian character were paid by Rev. G. S. Dickerman and Dr. Edwards, President of the University. The former teachers and schoolmates, together with the pupils of the deceased, followed her remains in long procession to the railroad station, whence the body was conveyed for burial to Du Quoin.

As a Normal student, Miss Arias was eminently faithful, earnest and successful, securing for herself the esteem of her classmates and teachers. She was an enthusiastic teacher, devoted with her whole soul to the work of education. By her untimely decease, the profession has lost the services of one who seemed destined to achieve a high position as an instructor. Her memory will be tenderly cherished by the friends she leaves behind.

The following resolutions were unanimously adopted by the Wrightman Society of the Normal University, with which Miss Arias was formerly connected, on Saturday evening, September 26, 1868:

WHEREAS, God in His divine dispensation has removed from our midst our beloved friend, Miss Maria S. Arias,

Resolved, That by her death our society has lost a valuable member, whose scholarly perseverance and Christian character have won our highest esteem.

Resolved, That we deplore the loss of one so full of promise, and deeply sympathize with the friends and relatives of the deceased, in their sorrow and bereavement.

Resolved, That as a tribute of respect to the deceased, we drap our hall in mourning for a period of thirty days.

Resolved, That a copy of these resolutions be sent to the friends of the deceased, to THE SCHOOLMASTER, and to the Du Quoin Tribune for publication.

GEO. G. MAXNING,
ELIA K. BIGGINS, } Committee.
LESLIE MASON.

VENTILATION OF DWELLING HOUSES.

THREE things are absolutely essential to the physical well-being of man—air, food, and sleep. Deprive him of either of these, and he dies. Air and food are material things to act and be acted upon in the economy. Sleep is a *condition* of the nervous system depending upon the action of air and food. Deprive a man of air and food, and he ceases to sleep; modify the air and food, and sleep is correspondingly modified. If the air be pure, the food good in quality and sufficient in quantity, other things being equal, the sleep will be sweet and refreshing; and if the air be impure, the food unwholesome or insufficient in quantity, the sleep will be imperfect, troubled and dreamy. If the food be good and sufficient, while the air is impure, the food, though good, will not act or be acted upon properly, and, consequently, will not nourish the body; and if the body is not properly nourished and sustained, sleep is imperfect—does not act as "fired nature's sweet restorer." Then, on the air we breathe depends all that is essential to our physical well-being or health. It is the breath of life.

Experience teaches the same fact. The lumberman of our northern pine forests, in his camp of boughs, his diet of beans and pork, lard and molasses—food that is ordinarily regarded as not the most wholesome; whose habits are not altogether the best, is always strong, robust and most nearly free from all the ills that flesh is heir to. His food is coarse, his work hard and exhausting, and he is exposed to cold, wind and storm—yet his breath in the forest by day, and in the camp by night, is the pure life-giving air of heaven; and, breathing this, his food is well digested, his sleep refreshing, and bare existence is to him a pleasure.

Now, army statistics show that the field hospital is far better for sick and wounded soldiers than the best constructed and best managed post hospitals. Though in the latter every comfort and convenience seem to have been provided, yet pure air in sufficient quantity was not supplied; while in the field hospital, though much was lacking, the supply of pure air was abundant.

Again, the statistics of Europe and of the United States touching this matter demonstrate most clearly that, other things being equal, out-door employments are the most healthy, and contribute most to longevity.

I think it needs no argument to demonstrate the proposition that man was intended by the Creator to breathe pure air.

Therefore, breathing other than pure air is a violation of God's law, and for so doing we must, and do, suffer the penalty.

There is a vast amount of diseased humanity in the world, as indicated by the number of physicians, and the vast amount of nostrums offering themselves to mitigate the pain and to cure the ill. But there is no philosopher's stone, no elixir of life, no royal high road to health; only by regarding the conditions, observing the laws, and walking in God's appointed way, can we enjoy the blessings of health. And as the breath is most emphatically the life, the character of the fluid we breathe, to a great extent, determines the character of our physical life, whether it be good or evil.

We have attempted to demonstrate that pure air is the normal breath of man; but art and civilization have induced conditions which to a greater or less extent interfere with or antagonize the purely normal conditions.

Man finds that it is necessary to his comfort to be sheltered from the heat and rain of the tropics, and from the heat and cold and storms of the temperate and frigid regions. To accomplish this end, he erects the roof and builds the wall about him: in short, he builds a house.

Now, this house is an evidence of high civilization; it adds to his comfort. But by living beneath this roof, within these walls, he has, to a certain extent, disregarded the normal conditions, for the air within the confined space is not so pure as that which surrounds it, and, therefore, his respiration is imperfect. Again, in all the regions of the earth north of 25 south latitude, and south of 25 north latitude, men finds that artificial heat is necessary, and in our latitude is required in our houses for more than half of the year. Here, then is another artificial condition, and one which, to a greater or less extent, interferes with the natural or normal condition. If the fire be made in an open fire-place or in a close stove, a portion of the oxygen of the air is required to oxidize the fuel. Now, if the supply from without be sufficient, both for respiration and combustion, little heat could be imparted to the room, because the supply must be of the same temperature as that of the air outside of the house. On the other hand, if we cut off the full supply, the air in the room might be warmed, but would be rendered unuseful. In short, the air would be as we find it in nearly all our houses—hot, but polluted. No doubt that either the old-fashioned fire-place or the modern coal grate is the best contrivance for warming. But a serious objection is, as we have stated, the drains of cold air induced; added to this is the great expense. In fact, the latter objection is so great that the old methods have been almost entirely abandoned.

Few persons seem to understand just how the air in a room is warmed. It is generally thought that the air in immediate contact with the burning fuel or the heated stove is warmed, and that this warms another, and so on until all the air in the room is warmed. Not so at all. The air next to the burning fuel, in the case of the open fire, is warmed, and, for the most part, goes up the chimney.

A small part, however, arises, and the cold air takes its place. The heated air that rose slowly cools, and is displaced by the warmer and rarer air just escaped from immediate contact with the fire, and, after a time, falls, and is again warmed. So that we see only a small part of the air of the room is warmed, while whole oceans are heated and escape from the chimney. If a stove be used for heating, only a small part of the air comes in contact with the burning fuel; in fact, just enough to oxidize the fuel, while the air about it is heated and rarefied, and is then pressed up by the cooler and heavier air, which is in turn heated and forced up, and thus we have a current of air established, moving toward the stove, then up to and along the ceiling, then down to be again warmed. But as this current takes place in a closed room, (and the tighter the better, we think,) of course it is the same air moving in a circle, to which we are constantly imparting the carbonic acid of the breath, which is warmed and circulated and breathed again; and if our rooms were absolutely air-tight, in a short time the air would be so saturated with carbonic acid as to produce death. We shall never be able to tell how much we are indebted to green lumber and indifferent workmen.—*Dr. J. A. Sewall.*

SPELLING.

At a recent gathering of Illinois teachers ten familiar words were given out to be spelled by writing. The words were all in every day use, the most difficult being *Bouquet* and *Diphtheria*. The result was as follows:

Whole number of spellers,.....	123
No. of spellers making no errors,.....	16
No. of spellers making one error,.....	32
No. of spellers making two errors,.....	30
No. of spellers making three errors,.....	15
No. of spellers making four errors,.....	18
No. of spellers making five errors,.....	8
No. of spellers making six errors,.....	4
Whole number of words spelled,.....	1230
" " errors,.....	272

Or upwards of 22 per cent.!

Is sufficient attention given to spelling in the common schools of Illinois?

WHAT EVERY YOUNG MAN SHOULD DO.

1. Every young man should make the most of himself, intellectually, morally, socially and physically.

2. He should depend upon his own efforts to accomplish these results.

3. He should be willing to take advice from those competent to give it, and to follow such advice, unless his own judgment or convictions, properly founded, should otherwise direct.

4. If he is unfortunate enough to have a rich and indulgent father, he must do the best he can under the circumstances, which will be to conduct himself very much as though he had not that obstacle to overcome.

5. He should remember that young men, if they live, grow old, and that the habits of youth are oftener than otherwise perpetuated in the mature man. Knowing this fact he should "govern himself accordingly."

6. He should never be discouraged by small beginnings, but remember that nearly all great results have been wrought out from apparently slight causes.

7. He should never, under any circumstances, be idle. If he can not find the employment he prefers, let him come as near as his desires as possible—he will thus reach the object of his ambition.

8. All young men have "inalienable rights," among which none is greater or more assured than the privilege to be "somebody."—*Exchange.*

LIVING BY RULE

Living by rule, as a Medo-Persian law, inflexibly, is very unwise, especially if a person is in reasonable health. We have given a great multitude of counsels on the subject of health and disease, and in connection with the statement that we have not lost an hour from our office on account of sickness in a quarter of a century and more, many have inquired, with a good deal of interest, "Do you live up to the rules you give others?" Certainly not; man is not a machine, that must be turned in a certain direction, or it will be destroyed; nor like a locomotive, which must run on one fixed track, or not run at all. The Architect of all worlds made us for acting under a great variety of circumstances, and in infinite wisdom and benevolence has given to man a mechanism of wonderful adaptability, by which he can live healthfully on land or sea; in the valley or on the mountain top; in the tropics or at the poles; on the barren rocks or in the rich savannas. Our modes of life must be adapted to our age, our occupation, and the peculiarities of our constitution. There are certain general principles which are applicable to all. Every man should be regular in his habits of eating; should have all the sound sleep which nature will take; should be in the open air an hour or two each day, when practicable, and should have a pleasurable and an encouragingly remunerative occupation, which keeps him a little pushed, and they are the happiest who are in this last category; at the same time, if a man accustoms himself to go to bed at nine o'clock, he need not break his neck or get into a stew if circumstances occur to keep him up an hour or two later now and then; and so with eating, exercise and many other things. No one ought to make himself a galley-slave to any observance; occasional deviations from all habits are actually beneficial; they impart a pliability to the constitution, give it a greater range of healthful action. Don't go into a fit if dinner is not ready at the instant. Deliver us from a machine man, a routinist, "for which we ever pray."—*Hall's Journal of Health.*

THE talkative maiden lady who said she was "intending to be laid in her mother's grave if she was spared," has lately delivered herself of the following: Speaking of a relative who had lost a child, which he had to bury in the old graveyard, she remarked, "If the new cemetery had only been ready, he would have bought a lot and gone right into it!"

THE DIVISION OF TIME.

Two eminent English lawyers recommended the division of time as follows:

Six hours in sleep, in law's grave study six,
Four spend in prayer—the rest on Nature fix.
—Sir Edward Coke.

Six hours to law, to soothing slumber seven;
Ten to the world allot, and all to heaven.
—Sir William Jones.

A TEACHER was explaining to a little girl how a lobster cast his shell when he had outgrown it. Said he: "What do you do when you have outgrown your clothes? You cast them aside, do you not?" "Oh, no," replied the little one, "we let out the tucks."

"WHEN I go to shopping," said an old lady, "I allers ask for what I wants; and if they have it, and it's suitable, and I feel inclined to take it, and it's cheap, and it can't be got at any place for less, I allers take it, without chaffering all day, as most people do."

"DRT AS A DICTIONARY."—That phrase must pass away. Look into the elegant quarto edition of Webster's Unabridged; see the three thousand illustrations, handsomely engraved, interesting and instructive pictures. They are interspersed through the work in just the order in which you can most readily find them, with definition and description. Then, again, they are classified, convenient for comparison. But this is only one of a hundred or more improvements made in the recent edition, worth mentioning to our readers. No studious reader can afford to be without it, or will hesitate to buy it upon examination.—*Meadow Press.*

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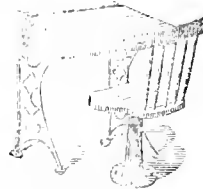
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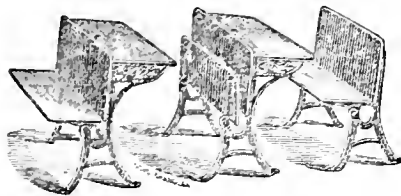
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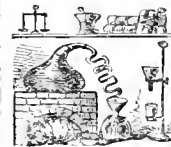
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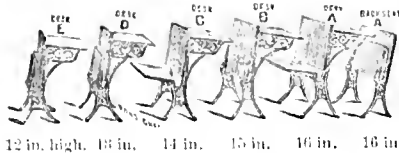
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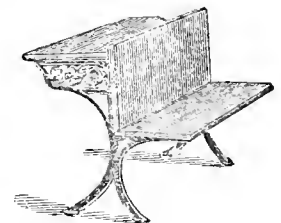
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THE SCHOOLMASTER.

A Journal of Education, Literature, and News.

VOL. 1.

NORMAL, ILL., NOVEMBER, 1868.

No. 7.

The Schoolmaster's PREMIUM LIST.

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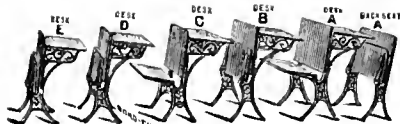
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The Schoolmaster.

NORMAL, ILL., NOVEMBER, 1868.

This periodical is published monthly at one dollar per annum, in advance. Original contributions will be gladly received. Communications relating to the editorial management should be addressed to

ALBERT STETSON, EDITOR, NORMAL, ILL.

All other Communications to

JOHN HULL, PUBLISHER,
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PRINTED AT THE PANTAGRAPH BOOK AND JOB OFFICE,
Cor. Center & North Streets, Bloomington, Ill.

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EDITORIALS.

NORMAL SCHOOLS IN THE UNITED STATES.

It may be taken for granted that no method has been devised for the promotion of popular education in modern times so well calculated to produce a good result, as the establishment of Normal Schools. The number of these institutions is rapidly increasing. In the unprecedented advance in intellectual development which is now making among the freedmen of the South, the schools for the teaching of colored teachers are playing a very important part. The people of Illinois are evincing an enlightened appreciation of what is necessary in the education of their children, as is seen by the recent establishment of County Normal Schools. The inadequacy of the Normal University to receive and instruct the hundreds of teachers in need of its advantages, has led the people of Southern Illinois to agitate the matter of founding a similar institution of their own. At the Educational Convention which assembled at Centralia, September 1st, the following resolutions among others were adopted:

WHEREAS, The Public School System in this State is recognized as being vitally essential to the preservation of freedom and virtue, and therefore to the future existence of democratic principles or republican government; and *whereas*, the efficiency of this system depends largely upon the ability and training of the teacher; and *whereas*, the great State of Illinois has in its wisdom established a Normal University in the northern half of this State, of which we are justly proud, and this University having demonstrated its usefulness and the necessity for its existence, and being quite unable, notwithstanding the greatest exertion of its energetic and overworked faculty to supply the demand for teachers well trained in their profession for the public schools; and *whereas*, the population and wealth of the State of Illinois has more than doubled since the opening of the present Normal University; therefore, be it

Resolved, That the Association appoint a committee of fifteen, whose duty it shall be to memorialize the legislature at its next session, and do all other things which may be necessary to secure the early establishment of a Normal University in Southern Illinois.

Resolved, That the County Superintendents and all school-officers and friends of education in Southern Illinois be requested to co-operate with this committee.

Of the circumstances attending the establishment of the first school for teachers in this country different accounts are given. For the facts in the following sketch we are indebted to Barnard's *Journal of Education* for June, 1866.

In the Massachusetts *Magazine* for 1789, a writer, supposed to have been Elisha Ticknor, proposes "to abolish the system of Town Grammar schools, and to establish a Public Grammar school in each county of the State, in which should be taught English Grammar, Latin, Greek, Rhetoric, geography, mathematics, &c., in order to fit young gentlemen for College and school-keeping." At the head of this county school I would place an able preceptor who should superintend the whole instruction of the youth committed to his care, and who, together with a board of overseers, should annually examine young gentlemen designed for schoolmasters, in reading, writing, arithmetic and English grammar, and if they are found qualified for the office of school-keeping, and able to teach these branches with ease and propriety, to recommend them for this purpose. No man ought to be suffered to superintend ever so small a school except he has been first examined by a body of men of this character and authorized for this purpose."

In March 1823, Rev. Samuel Read Hall, opened a school for teachers in Concord, Vermont, the first school of the kind in America. Mr. Hall prepared and read annually for seven years, a course of

lectures on School Keeping and School Government, and to illustrate how children should be instructed and governed, admitted into his Seminary a class of young pupils who constituted a sort of Model School.

A portion of these lectures were printed in 1829 and a few years later, James Wadsworth, of Geneseo, printed ten thousand copies at his own expense, and these were distributed to the several school districts of New York under the sanction of the Legislature by the Superintendent of Common Schools.

Mr. Hall continued his labor in this field at Concord, Vt., until 1830; at Andover, Mass., as Principal of the Teachers' Seminary from 1830 to 1835, and at Plymouth, N. H., from 1837 to 1840.

In the winter of 1824-5, Mr. James G. Carter, of Lancaster, Mass., published in the Boston *Patriot* a series of "Essays on Popular Education," and these were afterwards published in pamphlet form. In these essays Mr. Carter presented a plan for a seminary for teachers. The town of Lancaster appropriated a portion of land and the use of an academy building to aid the enterprise. Mr. Carter sent a memorial to the Legislature asking for "a moderate amount of public patronage" for an institution for "the particular instruction in the science of education or in the best means of developing the physical, moral, and intellectual powers of the young," as no such seminary had to his knowledge been established in the country. This scheme was commended by the Governor of the State, and a Legislative Committee. The movement proved, however, to be in advance of public opinion, and failed by one vote. Still Mr. Carter opened his school in 1827, and for several years prepared private pupils who became successful teachers in different parts of the country. He himself as a member of the Legislature and by public lectures continued to advocate the professional training of teachers, and the improvement of the public school system, and at last in 1837 drafted the act creating the State Board of Education.

The first Normal Training School in Massachusetts, was established at Andover, by the Trustees of Phillips Academy, and was opened in September, 1830, under the Principalship of Rev. S. R. Hall, already mentioned, who seemed to be the only man qualified by his studies and experience for this special work. The Seminary continued in successful operation until 1842.

High credit is due to James G. Carter as the pioneer in the Educational reform in the United States. From his essays,

which produced a wide effect, we shall quote in our next. These essays abound in sound sense and clear logic, and may wisely be studied by the best educators of to-day.

HOW TO MAKE THE WORK OF TEACHING PLEASANT.

Be wide awake! Like produces like. Sluggishness, dulness, torpor, reproduce themselves. Make yourself freshly familiar with the work of each recitation and then work with speed yourself and require the same activity of your pupils. Sleep is a good thing in its place, but the school room is emphatically not the place. Other things being equal, the more active, vigilant, rapid the work of a schoolroom, the more it will be enjoyed by the pupils. When this is the case the more keen will be the pleasure and satisfaction on the part of the teacher.

Be cheerful! Sour looks, sharp words, a morose and petulant temper, never satisfied, unwilling to commend when commendation is due—such (alas! too frequently the accompaniments of the school master or mistress) are sure to beget a feeling of discontent and unhappiness on the part of the pupils. When this occurs, farewell to pleasure, nay, to comfort. We read of petty tyrants who enjoy the exercise of a little brief authority. But who ever saw a happy tyrant or a happy, crabbed, cynical pedagogue! *Be cheerful!*

Be honest! Honest with yourself, honest in all dealings with your pupils. A hypocrite is soon unmasked. Not more surely do the long ears of the donkey reveal their owner beneath all the amplitude of the largest lion's skin. If you make an error, acknowledge it. Why not? In the long run a teacher, like every other public servant passes for all that he is worth. It is a mistaken policy, the very climax of folly, to deal deceptively with the young. They are quick to penetrate your disguise, and then despise the deceiver. Frank, open honesty is always the best policy. Leave strategy to brigadiers. *Be honest!*

Be just! "Honor to whom honor." A pupil deserves zero for a flat failure. Give it, and don't be wheedled into removing it. He makes a brilliant success. Give him ten with equal promptness. The remark is trite but a school is a little world in itself. Now as under the wise laws of providence, rewards follow well-doing, and punishment ill-doing, or blameworthy neglect of duty, so should it be in the school. Mistakes will inevi-

tably be made. Even the pedagogue is fallible. Still in the end, justice will have her due, and in school discipline, without justice at the helm, pleasure will flee away and the lot of the teacher be that of hateful drudgery.

Know more and teach more than is found in the text-books! Too many teachers lack breadth. How can this want be supplied? By reading, reflection, conversation and independent study. Every teacher should subscribe for and read a good daily paper. No time? *Make it.* Learn to perform your toilet in one half the time now allotted to that most important and pleasing duty. Said Lady Montagu, "All people find time to do what they have a mind to." The most useful persons in this world are those with a multitude of occupations. As Adam Clark said, "Don't talk of having too many irons in the fire. *Put them all in—poker, tongs and all!*" You will teach better by thinking less of arithmetic and geography and more of what daily occurs in this active world of ours. You can teach Reading better to-morrow for knowing what took place yesterday in London, Paris or New York. Take and read a first-class Magazine. You will be more of a man or woman than you now are, and therefore the better teacher. In this profession there is no pleasure without a reasonable degree of success. Hence to the teacher who would make his toilsome occupation pleasant and not irksome we say, *Know more and teach more than is found in text-books.*

CONTEST MEETING.

The annual contest meeting between the Philadelphian and Wrightonian Societies will take place at the end of the present Normal term, December 16th. Both societies are putting forth the most vigorous exertions and the public may expect an entertainment which shall represent worthily the best talent of the Normal University.

The selections of performers for both societies seem eminently judicious. The question agreed upon by the rival disputants is one of fresh interest and upon which there is a marked difference of opinion in the public mind. The literary papers will call out the best talent of the students in composition, while the vocal and instrumental music will add a charm to the exercises.

In our judgment no event of the school year, not even excepting Commencement, is fraught with so much interest. We are glad to state that the most amicable

spirit prevails between the two societies. The contest will be, as it ought to be, intellectual and not passionate, and the eagerly looked for decision of the honorable judges will meet with quiet acquiescence.

PUBLIC LECTURES.

It has come to be regarded as a sure criterion of the intellectual superiority of a community when it gives a generous support to the Lyceum lecturer. That a man is known by the company he keeps is not more true, than that a community is known by its public entertainments. The Circus and the strolling Negro Minstrels cater to low tastes, and find their patrons among the lower strata of society. They encourage vulgarity of speech and manner, and violate the public taste. The wandering dramatic troupes too, exhibit little in the way of entertainment that can be commended. Empty rant and bombast take the place of genuine representations of character.

Perhaps no system of public entertainment has ever been devised better suited for an intelligent people than the Lyceum Lecture Course. Entertainment and instruction are here combined, and by a judicious selection of lectures, (a matter easily secured in our time by means of Lecture Agencies,) one evening in each week of the lecture season may furnish food for pleasant reflection and discussion for all the week beside. It is a pleasant thing for neighbors to come together in a brilliantly lighted hall, as often as once a week, to exchange friendly greetings, and to be thrilled in common, with the eloquence of orators of national renown, or instructed by men wise in special directions, and skilful in imparting of their intellectual treasures to their interested auditors. It is good too, to enjoy a hearty laugh at the humors of a Nasby, or the inimitable story telling of a Gough. Such entertainments leave no sting behind, and every community which would keep its young from corrupting pleasures should encourage the lecture system.

We call attention to the advertisement in another column of the Bloomington Library Association Lectures, for the season of 1868-69. This Association is entitled to the greatest credit for their strenuous endeavors in past years to raise the standard of public taste in Bloomington and vicinity. We well remember when the attempt to hold a series of lectures, to be supported by the sale of tickets, was a flat failure pecuniarily. Thanks to the Library Association for the most

part, the Lyceum Lecture Course is an entire success, pecuniary and otherwise. The list of lectures for the current season, to which we here invite attention, is a sufficient guarantee that the Library Association intend to persevere; and add to the high reputation they have already gained. We bespeak for these lectures a more liberal support even than heretofore.

THE SCHOOLS OF BLOOMINGTON.

The rapid growth of this flourishing city renders it difficult for the present efficient Board of Education to provide suitable school accommodations for all of the children.

From the last census taken under the auspices of the Board, we learn that the number of persons under twenty-one years is 6,329. Of these, 2,240 are under six years of age. Thus there remains 4,089 children entitled to school privileges. The school buildings at present employed furnish seats for 1,600 at most! Notwithstanding the numerous well-supported private schools in Bloomington and vicinity, there must still remain many children who are deprived of education by reason of the want of accommodations for all who apply.

The Board are exerting themselves very vigorously to supply the needs of the public. The plan for a new High School Building has been approved. It will be a three story structure, eighty-six by seventy-four feet, with a Mansard roof and a bell tower eighty three feet from the ground. The basement will be arranged to contain play-rooms, furnace, janitor's room, &c. The second floor will contain two large school rooms and the office of the Board and Superintendent of Schools. A large hall will be located in the third story. The building will be of brick, and the estimated cost \$35,000. It will be built upon the city's lot at the south east corner of North and Oak Streets, and will present a handsome appearance. It will accommodate about four hundred pupils. When complete, the present High School building, in the north east part of the city, will be used as a Ward School.

A new brick school house, to cost about \$30,000, and to accommodate from four to five hundred pupils, will also soon be completed in the Third Ward. It will contain two stories and a basement.

We are pleased to learn that Mr. S. M. Etter, the new Superintendent, is infusing new energy into the schools of the city. Amply qualified, by long experience as a teacher, his devotion to his impor-

tant duties cannot fail to result in vast good and to be rewarded by popular approval.

It is understood that the various schools of the city are performing their function with unusual success. We subjoin a list of the teachers for the coming winter:

FIRST WARD SCHOOL (HIGH SCHOOL.)

Principal—B. F. Marsh.
 Assistants, 3d floor—Miss C. G. Melvin
 " " Mrs. E. T. Perry.
 " " Miss H. E. Dunn.
 Principal 2d floor—Miss K. A. Thompson.
 Assistants, 2d floor—Miss H. A. Morselle.
 " " Miss A. A. Culver.
 " " Miss E. A. Drew.
 Northwest Room—Miss M. M. Means.
 Southwest Room—Miss J. C. Murdock.
 Southeast Room—Miss K. S. Anderson.
 Northeast Room—Miss S. I. Hanna.

SECOND WARD (CHRISTIAN CHURCH.)

Principal—Miss Goodsell.
 Assistant—Miss J. W. Brier.
 Primary—Miss G. Robinson.

THIRD WARD.

Principal—Miss A. M. English.
 Secondary—Miss M. E. Pierce.
 Primary—Miss King.
 Colored School—Miss M. Morrison.

FOURTH WARD.

Principal—Miss C. M. Parker
 Assistant—Miss A. M. Burnham.
 First Secondary—Miss S. S. Gowdy.
 Second Secondary—Miss I. F. Gowdy.
 Primary—Miss B. M. Savary.

FIFTH WARD.

Principal—Miss O. D. Burnham.
 Secondary—Miss S. E. Raymond.
 Primary—Miss J. Conard.

ORIGINAL PAPERS.

LONGFELLOW'S NEW ENGLAND TRAGEDIES.

BY PROF. W. L. PILLSBURY,

In an article with the above heading in a recent number of the *Chicago Tribune*, very serious charges are brought against Mr. Longfellow. The substance of the criticism is that the poet has taken unwarrantable liberties with dates, and has grossly misrepresented the character of two men, John Norton and Cotton Mather.

Now in the case of Norton introduced in the tragedy of John Endicott, the writer of the article evidently mistakes his man—confounding John Norton, of Hingham, a comparatively obscure man, with the well known John Norton of Boston. Still it may be interesting to the readers of *The Schoolmaster* to know,

without the trouble of looking up the authorities, how faithfully Mr. Longfellow has followed history. Of the only John Norton mentioned in the New American *Cyclopaedia* the following is in substance the account. John Norton, an American clergyman, was born in England, 1606, died in Boston, 1663. He was educated in Cambridge, England, and came to New England in 1635, and finally settled in Boston in 1652. "He wrote a treatise against the Quakers, entitled 'The Heart of New England rent by the Blasphemies of the Present Generation,' which so exasperated the members of that sect that after his death they represented to the king and parliament, that John Norton, chief priest, in Boston, by the immediate power of the Lord, was smitten and died."

Palfrey's history of New England speaking of Norton's part in the persecution of the Quakers says: "His commanding abilities and melancholy temperament gave character to the part he acted in the scenes which followed." And of Norton's death,—“After attending public worship on Sunday he fell in a fit and died at evening. The fatal disease was believed to be a bleeding heart. The Quakers set it down for a divine judgment.”

Again the *Tribune* critic asserts that Mr. Longfellow in Giles Corey of the Salem Farms, shows in a false light Cotton Mather, who is usually represented as the prime mover in the witchcraft trials; and fortifies his assertion by portraying the character of Mather as it is printed in Upham's Lectures on Salem Witchcraft, the commonly received authority. (It is followed by the *Am. Cy.*)

But here it would seem that the poet had better information and is more faithful to the truth than the historian. A new volume published by the Massachusetts Historical Society, and entitled The Mather Papers, contains a letter written by Cotton Mather at the very time the witch trials were pending, to John Richards one of the Judges. The following extract from this letter shows that Mather was disposed to be cautious and incredulous with respect to the testimony, and that he was far from being a fanatical persecutor of the accused. "And yet I must most humbly beg you that in the management of the affair in your most worthy hands, you do not lay more stress upon pure specter testimony than it will bear. When you are satisfied, or have good, plain legal evidence that the demons which molest our poor neighbors, do indeed represent such and such people to the sufferers, though this

be a presumption, yet I suppose you will not reckon it a conviction that the persons so represented are witches, to be immediately exterminated. It is very certain that the devils have sometimes represented the shapes of persons not only innocent, but also very virtuous.

I would say this: if upon the bare supposal of a poor creature's being represented by a specter, too great a progress be made by the authority in ruining a neighbor so represented, it may be that a door may be thereby opened for the devils to obtain, from the courts of the invisible world, a license to proceed into the most hideous desolations upon the repose and repose of such as have been kept from the great transgression. *If mankind have thus far once consented unto the credit of diabolical representations, the door is opened!* Perhaps there are wise and good men that may be ready to style him that shall advance this caution a *witch advocate*; but in the winding up, this caution will certainly be wished for." The judges in the trials consulted the prominent clergy, who, we must remember, were a power in the land; and in the ministers' advice to the judges, a paper drawn by Mather, one section read thus: "We judge that in the prosecution of these and all such witchcrafts, there is need of a very critical and exquisite caution, lest by too much credulity for things received only on the devil's authority, there be a door open for a long train of miserable consequences, and Satan get an advantage over us; for we should not be ignorant of his devices."

If this letter be trustworthy evidence—and when we notice its date, May 31, 1692, we cannot discredit it—it is not merely public justice that Mather's true character should be made so widely known through the verses of our country's Longfellow.

The faithfulness to historic truth in the poems, would seem to be equalled only by their classic simplicity.

KNOW YE THE LORD.

BY W. G. M.

'Twas on God's holy day of rest,
The church was filled with rich and poor
Who came in eager haste. The first
That ere had thronged that sacred door.

They came, on pious deeds intent,
With pious thoughts each heart was filled;
They came to dedicate to God
The church which good men helped to build.

The deed was done, the debt was paid.
No parsimonious hand was there.
None doled the meager pittance out,
But freely gave with earnest prayer.

Methought, indeed, this is the spot
Of all, where I would choose my home.
'Tis sweet with Christian men to dwell;
Henceforth no farther will I roam.

'Twas night, and cold through Normal's streets
The snow was driving thick and fast.
In garments, tattered, worn and old,
A frail girl faced the winter blast.

With trembling steps and fearful heart,
She paused beside the rich man's door;
"I crave your pardon sir," she said,
"But give me aught from out your store."

With nervous hand he sought his purse,
A penny paid him for the search.
"Take this," he said, "and now begone!
I give my money to the church."

Next, to his door, the widow came;
Dim was her eye, her cheek was pale.
In trembling tones and accents wild,
She told to him her piteous tale.

"Kind sir, just one small cup of milk,
My boy is very sick," she said.
"And just one bunch of refuse straw,
On which to rest my aching head."

At computation quick was he,
For he was used to counting rents.
"The straw and cup of milk," he said,
"Will just amount to sixty cents."

Low on the sill the blind man sat,
And tuned his instrument aloud,
But vainly; for the potent charm
Touched not the rich man's spirit proud.

O, turn from hence, thou troubled one,
Go tell thy sorrow to the poor.
Though lacking gold, he's rich in faith;
He will not turn thee from his door.

SELECTED ARTICLES.

DOLLS.

We have sometimes wondered that more has not been written about Dolls, who are surely important members of the family. For they are nothing less than the children of the children of the mothers of the future, who rehearse with them the delights and cares of after years. There is no play, not even the business-like plays of manhood, that is more serious. To careless, older persons, even to some children, it seems a peculiarly senseless amusement; it really is a miniature life, earnest and even anxious to a degree that is sometimes alarming. "There never," writes a friend, "was a more sobered, care-crazed mother than I, from a mere baby-child up to the lamentably advanced age of sixteen." The relation between such girls and their dolls, girls to whom they are not playthings but children, is worth study, full as it is of psychological and moral interest, and affording sure tests and prognostics of character. Few

things are more curious than to see how the little creatures, sometimes before they are able to articulate, pitch upon some object which is to testify the maternal instinct in them. The strangest object it often is like savages when they worship, they are content with the rudest imitations of the human figure.

One young lady of our acquaintance, then not two years old, set her affections on a stone seltzer water bottle, which she wrapped in flannel, and staggered about with, to the alarm of her mother, who was in constant fear for the little one's toes. Another has adopted a hot-water can, on which she bestows a passionate affection, and with which she holds endless dialogue. These objects of course are exchanged as time goes on, for others which better satisfy newly developed tastes and feelings. A girl of six will generally not be satisfied except her baby bears some resemblance to her mother's. Helped by this concession to reality, the imagination knows no bounds in its inventions. But it is checked on the other hand by too studied an imitation of life. The splendid, elaborately dressed creature of wax is never really loved. Its tameness chills the fancy. It is imposed upon the affections, not created by them; and too large a doll is not much liked. Of course there are exceptions; but a small doll, not too handsome, is generally the favorite. With these darlings about them, some girls, like actors, who are said to look upon the world as a show and upon the stage as a world, live a life which is more real to them than is their daily existence.

Madame Michelet, in her charming book the *Story of my Childhood*, has some interesting chapters about her dolls. Everything in her circumstances favored the development of the taste, or to speak more correctly, the passion. An imaginative child, thrown much upon herself, neglected by her mother, who bestowed all the affection she had to spare for her daughters upon an elder sister, she was driven and found it easy to create a world of love for herself. Her first doll she had to make. Wood was too hard, clay was too cold; linen and bran were the materials chosen. "I was like the savages," she says, "who desire a little god to worship. It must have a head with eyes, and with ears to listen; and it must have a breast to hold its heart. All the rest is less important and remains undefined." How she worked on this model, how she breathed on what she made in the hope that it might live, remembering how the breath of God had given life to Adam; what a troubled anxious life she and her

daughter led, but what endless joy and solace she found in her society, she tells with wonderful grace and truthfulness. "I was obliged to hide her in a dark corner of a shed, where the wagons and carriages were kept. It was winter time, and our meetings were precarious and rare. There were some occasions when I had an absolute need to have her near me, as when a sad night closed a day of penitence. After being punished, I could conceive no consolation equal to taking my child to bed with me. When I drew her shivering form from her miserable hiding-place, I would burst into tears and cover her with kisses. When we were alone in the garden, we held endless dialogues. I scolded her a little but I never punished her. To send her early to bed, to feed her with dry bread, or worse still, to strike her little tenderbody, seemed to me too cruel; it would have been punishment to myself to do it. When I was in trouble, I never told her of it; but I could think of none but the saddest tales with which to warn her, as how a little girl had been lost, who wandered out in the woods far, far away. At night search was made with lanterns, and shouts were heard; but the disobedient child was lost forever." Her love was not lessened, but troubled by the uncouth appearance of her child, which she was continually endeavoring to improve. But she found in it "at least one consolation. Disturbed about her own looks, which did not promise well, she could compare herself with her dolly. "Here I was certainly the handsomer of the two; and, although I loved her I was not sorry to be prettier than my daughter. Many mothers are equally to blame." For her other experiences with her first child, and for the story of the handsomer Margarido, a young lady who had the advantage of being born in a fashionable shop, and, who in course of time engrossed the young mother's affections, the reader must be referred to Madame Michellet's book, with which indeed he will be glad for many reasons to have made acquaintance.

There is nothing remarkable in these experiences, beyond the grace and skill with which the writer has given expression to them. They may be matched in households without end. Of these phenomena, the first and chief cause is obviously the mother instinct. Hence the satisfaction of the very young child, whose faculties of observation and comparison are as yet feeble, with the rudest *effigies* of the human form, and hence the partiality—a touching suggestion of a familiar fact in real life—on the part of

older children for the weakest and least favored of the doll family.

The purely domestic life to which these experiences belong satisfies most children. Some, indeed, like to realize in their dolls the wider interests which are awakened by their reading, to reproduce incidents of travel or of history. "He," said a young lady of our acquaintance, when questioned about the disappearance of a favorite doll, "he has fallen down that crack, but they (the other dolls) don't know it. They think he has gone to India." We have heard of the niece of a distinguished historian, accustomed to hear of great personages, who identified her dolls with kings and queens, and who, when the Revolution of 1848 occurred, promptly accepted the situation, and treated her Louis Philippe with indignity, as a monarch who could not keep himself upon his throne.

An observer of course asks, how can an affection so passionate contrive to maintain itself, in spite of the utter *passivity* of the objects on which it is bestowed? Doubtless this is the *crux*. Where the imagination of the child is less active it is overpowered by the difficulty. In the genuine lover of dolls it is vigorous enough entirely to overcome it.—*London Spectator*.

DOCTILE PARENTS.

A Scotchman, returned home from an American tour, gives some amusing illustrations he met which helped to explain what a New England lady meant when she said "I am learning to be a docile parent."

"Parents, obey your children in all things," is the new idea. It is not, after all, so great a stretch to anticipate, as somebody suggests, that we shall by-and-by see on the signboard of some American store: "John Smith & Father."

Let it not be supposed, however, the American children are rude, or ill-behaved. On the contrary, they struck me as more polite, more considerate, more orderly, as a general rule, than our own; but they need to be dealt with in a different way. You must appeal to their reason and good sense. If you appeal merely to your own authority, you are apt to get a pert answer.

"Remember whom you are talking to, sir?" said an indignant parent to a fractious boy: "I am your father, sir." "Well, who's to blame for that?" said young impertinence; "taint me!"

One little boy, to whom I have already referred, was making himself very disagreeable on one occasion when his mother had him with her on a visit to some friends. She took him to the bed room, and told him that if he did not behave himself she would shut him up in the closet. "You can't. There ain't a closet here," said the child triumphantly. "I'll put you into that wardrobe, then." "No, you

won't." "I will." "You try it!" She took him instantly, put him in, and turned the lock. Thereupon Young America began to kick up a tremendous noise inside battering the doors of the wardrobe as if he would have knocked them off their hinges. His mother, fearful that he would do mischief, either to himself or to the furniture, and remembering that the house was not hers, took him out and said, in great distress: "O, George, I don't know what to do with you!" "Don't you?" said he, looking up into her face. "No, indeed, I don't." "Then," said he, "if that is so, I'll behave;"—which he accordingly did, marching into the other room with her, and conducting himself for the rest of the evening like a little gentleman. She had capitulated—given up the struggle for authority. He is now behaving on his own responsibility.

This case suggests another which illustrates the same point, but has a grotesque feature of its own. A gentleman in Northampton, with whom I spent a very delightful week, and who belongs to one of the old Puritan families, told me that for several years he had tried whipping with his boy, but found it ineffectual. On one occasion the boy was caught in an oft-repeated fault. His father took him to his room; upbraided him for his persistent disobedience; reminded him (which was probably unnecessary) that he had several times been obliged, in the way of parental duty, to apply the rod of correction; that it seemed to have as yet been in vain; that he was much disheartened, and was at a loss what to do with him. A bright thought occurred to the boy. "Father," said he, "suppose you *pray*." The father was a good man, and could not refuse to do this. But having a strong suspicion in his mind that the boy had suggested this (Christian exercise in order to escape punishment, he prayed for the young reprobate first, and whipped him afterwards. He told me, however, that he had never been able to make anything of the boy till he gave up flogging and appealed to the boy's sense of what was right and proper.

THE PHILOSOPHY OF PUNISHMENT.

Do children in general, need as much punishment as our fathers seemed to think? Admit that some children need more, do not the greater number need less? Is not the rod a cheap substitute for parental skill? There ought to be a statistical table formed, with the following heads: *Unwhipped children, Whipped a little, Whipped fully and Whipped a great deal*. Then we could form a judgment of the benefit accruing. Are our most virtuous men to be found in the first or last class?

We would not be understood as reproaching corporal punishment. Grateful for our own youthful enjoyment of such a means of grace, we advocate a due measure of it. But not upon all; some

children are better without it. Whipping should not become common and vulgar. It should be reserved as a luxury, and served up in a striking manner, so as to fire the imagination, while it stirs up the flesh. Only for grave offences, for bestial sins for brutal conduct, for most dishonorable and mean offences, should it be employed.

It is a sin and a shame to slap and pinch, rap and snap for every peccadillo. Shall a child be uncovered for breaking a plate, for tearing his clothes, for a moment's temper, for shirking some disagreeable work, for running off a skating, for playing truant on the dazzlingest afternoon of the year, when the militia are parading and the drums beating, and the whole air full of the very delirium of temptation?

We shall not venture any advice on this matter, which after all, must be settled in every house for itself. But if we should ever venture to express ourselves, we think it would be about in this wise: Govern by rational and moral motives, and govern yourself first, use the rod rarely, but when you take it, make a jubilee of it, so that such an elect hour will stand up like a monument in the child's memory; and never use it except as a kind of exorcism to expel some animal demon.

H. W. BEECHER.

THE STUDENTS RAVING.

AFTER THE MANNER OF POE'S RAVEN.

Once upon a midnight dreary,
While I pondered, faint and weary,
Over many a long and tedious
Lesson of collegiate lore;
Dreading the examination—
Longing for the glad vacation—
With half fearful expectation:
Suddenly I heard a whispering
As of children come to frighten,
Whispering at my study door,
Only this, and nothing more.

How distinctly I remember,—
It was in the chill December,
And the shadows from the embers
Danced upon the darkened floor,—
How I earnestly was thinking,
'Tween my study and my blinking,
When my heart was almost sinking—
Thinking o'er that roll of lore,
Wondering if the sought diploma
Would be mine forevermore—
Mine forever—evermore.

Solemn stillness now was brooding,
Save the ominous intruding
Of the rustle of the curtains
And the creaking of the floor—
Save that whisper gently stealing
Through the floor and through the ceiling,
Asking with a strange appealing,
Entrance at my study door.
'Tis a friend entreating entrance
Through my bolted study door:
This it is and nothing more.

Hushing the tumultuous beating
Of my heart, I kept repeating
Pleasant words to reassure me
As I listened to the door.
"Who art thou this tumult breeding?
For forgiveness I am pleading,
For your whisper came so weirdly
Through the key-hole of my door,
That I thought 'twas but the night wind,"—
Here I opened wide the door—
Darkness there, and nothing more.

Forth into the darkness peering,
Long I stood there listening, fearing,
When a strange, fantastic figure
Stood before me on the floor:
Neither form nor color had he:
Nor the mein of lord or lady;
Entered in, nor stopped nor stayed he,
Till he perch'd beside my door,
Perched in silence on the wainscot
Just beside my study door:
Perched and sat, and nothing more.

His grim figure now beguiling
My sad fancy into smiling,
As with solemn, stern decorum
Perched beside my study-door,
Thus I opened conversation—
"Witch or wizard of vexation!
Who gave thee the lofty station
Of possession of my door?
Tell me what thy lordly name is
On the Night's Avernall shore?"
Quoth the Spirit, "nevermore."

"Spirit!" said I, "shade of evil—
Spirit still, if elf or devil!
Whether teacher sent, or whether
Tantalus has taught thy lore,
Pity now my desolation,—
Give me the sweet consolation,—
Gratify my expectation,
Tell me truly, I implore,
Shall I—shall I gain the sheepskin?
Tell me—tell me, I implore."
Quoth the Spirit, "nevermore."

"Spirit!" said I, "shade of evil—
Spirit still, if elf or devil!
By the hopes we fondly cherish,—
By the friends we both adore,—
Tell this soul where wars are raging,
If, upon that distant staging,
I shall grasp a dainty parchment,
And retain it evermore?"
Quoth the Spirit, "nevermore."

Then with grief and horror starting—
"Fiend!" I cried, "be this our parting,
Get thee quickly into darkness!
Get thee through my study-door!
Leave no echo, breath, nor token
Of the foul lie thou hast spoken!
Fain would'st thou my heart have broken!
Back to thine Avernall shore!
Take thy form from out my room,
And eat thy false fruit to the core!"
Quoth the Spirit, "nevermore."

Yet the Spirit, all unwitting
Of my fury, still is flitting,
With a shadowy, vague, persistence
Right before my fancy's door;
And at noon or starlight beaming,
Whispers that I was but dreaming
When I saw a sheepskin gleaming,
With my name among the score;
And my fond hopes of commencement
Shall become my happy store
In fruition—nevermore.

The Violette.

CORPORAL PUNISHMENT.

[We make the following extract, *argumentum ad rem*, from the excellent report of the Boston School Committee upon the subject:—]

"The purpose of the State in assuming the charge of the education of its children is, that they may all be so trained, as to become good and useful citizens. The education required is not simply intellectual culture, for this is completely overshadowed by the earnestness with which instruction in virtue, morality, and the duties of good citizenship is enjoined. The first duty of a good citizen is to yield cheerful obedience to the powers that be. Is it educating a boy in this duty to allow him constantly to violate wholesome regulations, and defy the authority lawfully placed over him in the school-room? Or, if a boy is persistently profane, obscene, vicious or untruthful, is a teacher doing his duty who does not use every instrumentality which the law justifies, to command obedience, and break up wicked and degrading practices? Corporal punishment is one of these instrumentalities, sanctioned by the best authorities, and justified by the decisions of the Courts.

"Our argument syllogized is this: Corporal punishment is an authorized instrumentality for the government and control of pupils in our schools; no teacher does his whole duty who does not use every authorized instrumentality when necessary for the government of the pupils under his care; therefore, no teacher does his duty to his pupils, who does not use corporal punishment, when it is necessary to enforce obedience, or break up vicious and hurtful practices. If the teacher's authority is defied, he has not done his duty till he has brought the refractory pupil into subjection, by the use of all authorized means, and corporal punishment is one of them."

AMERICAN GIRLS AND PIE.

David Macrae, a Scottish writer who recently visited this country, and apparently enjoyed unusual facilities for studying the character and life of the people, has published some notes of travel, under the title of "How Things are in America." The following extract is suggestive, certainly. He was struck with the paleness of young women and says:

"This paleness in the American girls, though often beautiful, is too universal; an eye from the old country begins to long for a rosy cheek. Lowell said that color was a thing of climate, and that I should find plenty of rosy cheeks among the mountains of Maine, where there is more moisture in the air. It may be so; I never got to the Maine mountains to see. But as far as my observation went, I never saw any either on mountain or valley in any part of New England. My private impression is, making all allowance for the influence of dry air, that the peculiar paleness of the New England girls connects itself with metaphysics, hot bread and pie. I have strong con-

victions on this subject of pie. Not to speak of mere paleness, I don't see how the Americans can reconcile it with their notions of what is due to the laws of nature, to live to the age they do, considering the amount of pie they eat, and the rapidity with which they generally eat it. I don't remember that I ever sat down to dinner in America, even in a poor man's house, without finding pie of some kind—often of several kinds—on the table; and without finding that everybody partook of it, down to the microscopic lady or gentleman whom we should call the baby. Pie is indispensable. Take anything away, but leave pie. Americans can stand the prohibition of all intoxicating drinks; but attempt to prohibit pie, and you would plunge America into a revolution in a day.

Paleness and pie notwithstanding, the American girls are very delightful. And in one point they fairly surpass the majority of English girls—they are all educated and well-informed. It is a painful, but I fear too incontrovertible fact, that most of the girls on this side are very ignorant on general subjects. I don't blame them; I blame the system of education. Some girls are fascinating whether they are educated or not; but to be left alone, as one sometimes is, with a girl who knows nothing, in a room with no piano, is exceedingly embarrassing—after the weather has been exhausted. There is never the same difficulty with the American girls. The admirable educational system of New England, covering the whole area of society, has given them education, whether they be poor or rich; has furnished them with a great deal of general information, and has quickened their desire for more. An American girl will talk with you about anything, and feel (or what has the same effect, seem to feel) interest in it. Their tendency is perhaps to talk too much, and to talk beyond their knowledge. With the cleverer (or as they would say themselves, the "smarter") of them, it seemed to me sometimes to make no perceptible difference whether they knew anything of the subject, they talked about or not. But they generally know a little of everything; and their general intelligence and vivacity make them very delightful companions."

EDUCATIONAL MATTERS.

ANNUAL REPORT of the President of the Illinois State Normal University.

From the proceedings of the Board of Education of the State of Illinois published in neat style by N. C. Nason, Peoria, Ill., we take the following:

To the Honorable Board of Education of the State of Illinois.

GENTLEMEN: The condition of the Normal University, for the past year has been one of prosperity unparalleled in its annals.

In the Normal School, the number of students for the year has been 412, against 327 for the previous year. In the entire Institution, the numbers have been 1043,

against 907 in the year before. The ratio of increase for the year has been, in the Normal, 26 per cent; in the entire Institution, 15 per cent. It is a matter of great satisfaction to notice that the increase has been chiefly in the Normal Department.

The number of graduates this year is 19 in the Normal, and 2 in the High School. The largest number heretofore has been 15 in the Normal.

An increased demand for the services of our graduates and pupils as teachers is a cheerful indication of the public appreciation. Higher salaries are offered this year than heretofore.

The Faculty for the year have been the same as heretofore, with the exception of Miss Martha Foster, in the Intermediate, in the place of Miss Olive A. Rider. But Miss Edith T. Johnson, the accomplished Principal of the Primary School, has just accepted a very eligible position in St. Louis, and her place must be filled for the next year. Miss Johnson is a teacher of more than ordinary zeal and power. It is not too much to say that she has imparted to our Primary School an extraordinary degree of excellence. There has been the most charming order, with no boisterous demonstrations. And her teaching has been earnest, cheerful, wide-awake, philosophical, and thorough. May she find in her new field of labor a full appreciation of her quiet skill and high-toned earnestness.

For the first time, the grounds about the building give promise of the display of trees which has been so much needed. Under the direction of Hon. J. W. Fell, a wonderful transformation has already been wrought. The details will doubtless be reported by him.

Prof. J. W. Powell has given to our Museum, and to the subject of Natural History, as here represented, a national reputation. By special appropriation from Congress, he is able to pursue his scientific investigations in the Western Country, at a great saving of expense, and with the advantage of efficient protection from Indians. His report will set forth the particulars.

The loyalty of several members of our Faculty has been severely tried since the last meeting of the Board. Dr. Sewall and Prof. Powell, in particular, have been repeatedly urged to accept higher salaries and easier labor. But their love for the Normal and their hope of better things to come in respect to salaries here, have enabled them thus far successfully to resist all such appeals.

This Institution cannot be kept at its present status with its present means. Either it must descend from the high position it now occupies, or there must be larger appropriations for it. The question can not much longer remain unsettled. Respectfully submitted,

RICHARD EDWARDS.

—The number of children attending schools in the United States, according to an estimate adopted by the Boston correspondent of the *American Publisher*, is 5,000,000. For these there are each year manufactured 20,000,000 text books, costing \$18,750,000.

MODEL SCHOOL.

HIGH SCHOOL.

SEPTEMBER, 1868—ATTENDANCE REPORT.

Whole number, 64.

Tardy Pupils; C. Chase, 1; Walter Headen, 1; W. McLure, 1; R. Pike, 1; A. F. Spilman, 1; Ellen Murray, 1; Total, 6.

SCHOLARSHIP REPORT.

Pupils who have 85 or more for scholarship average: E. Baldwin, 85; S. Capen, 86; C. Chase, 86; J. Day, 86; Clara Burns, 87; Nellie Edwards, 88—6.

OCTOBER, 1868.—ATTENDANCE REPORT.

Whole number 64.

Tardy pupils: D. Bavis, 1; F. Bullock, 2; H. Gardner, 1; F. Kelley, 2; W. McLure, 1; Sevilla Case, 1; M. Shelton, 1; Mary Matthews, 1—10

SCHOLARSHIP REPORT.

Pupils who have 85 or more for scholarship average: S. Capen, 85; C. Chase, 85; H. Kennedy, 85; Ida Overman, 87; C. Burns, 89; Nellie Edwards, 90—6.

COL. HENRY H. POPE.

Col. Pope, an account of whose murder is given herewith, was our friend and class-mate. He entered the Normal School at its commencement in 1857. We sat in the same class during his continuance in the school. He was warm hearted, generous, manful.

The life blood of another has been taken by those who have been man-haters and man-destroyers for generations.

From the Pantagraph, Oct. 20.

It may interest some of our citizens to learn that the Col. Pope reported assassinated in Louisiana recently, by the Ku-Klux Democracy, was Lieut. Col. H. H. Pope, formerly Capt. of Co. "D," 33d Ill. Inf.; who was mustered out of service as Lieutenant-Colonel. Col. Pope was one of the very first students of the Normal University, and as such was a resident of this city for two years, where he made many friends by his high-toned gentlemanly conduct, and his good standing as a student. As an officer in the army, he was remarkably faithful and competent, and he has left a host of friends among his old comrades. At the close of the war Colonel P. settled in Louisiana, in the Bayou Teche country, and became a parish Sheriff under the Reconstructed Constitution of Louisiana. He was most foully murdered by a detail of Ku-Klux Democrats, having become obnoxious on account of the faithful performance of his official duties. This assassination is another lesson to our friends of the danger of allowing the rebels to gain any new courage in behalf of the Lost Cause. The remains of Colonel Pope are expected at

Pana to-day, and there is deep mourning among the old friends of Colonel Pope in Christian county.

From the Pantagraph, Oct. 24.

The funeral of Colonel Pope, murdered in Franklin Parish, Louisiana, some particulars of which have already been published in the *Pantagraph*, took place at Pana, Christian county, yesterday. Mr. Seibold, who was present at the obsequies, obtained from perfectly reliable authority many particulars of the assassination not heretofore published.

Col. Pope was standing on the walk opposite his own residence—as the *Seymour guards* were passing the house on their parade—in company with Judge Chase. The wife of Col. Pope was in the house or room of a sick neighbor, upon an errand of kindness. She heard a discharge of musketry, and returning to her room, met the body of Judge Chase lying dead upon the sidewalk. Hastening into her room, to look for her husband, she saw him, covered with his own blood, crawling on his hands and knees into the doorway, and he instantly fell and expired upon the floor. Eight balls had entered his body: two in his head, two or three in his breast, and the rest had entered his arms and legs. He never spoke. Judge Chase died instantly on the walk, and remained all day exposed to the gaze of the passing crowd. No doubt existed but they were murdered by the “SEYMOUR GUARDS.” The distracted wife requested assistance to have the body of her husband laid upon the bed—but assistance was denied. She made application to an undertaker for a coffin in which to carry her dead husband North; but could not obtain one. The undertaker said he “had been waited upon, and told that he would be killed if he furnished the coffin.” A Livery Stable man was finally induced to agree to furnish a team to bring a coffin from an adjoining town, or convey the body thither, preparatory to its removal North; but this arrangement also failed, he also being threatened with death if he fulfilled his contract—so he said. In this state of utter despair, two planters, who had some spark of humanity left, came to her assistance. They interceded with the undertaker, offering to hold him harmless, and even shamed him for his cowardice. The bodies of both the murdered men were finally coffined and conveyed North.

During all the time these dead lay in the house, not a lady came to offer condolence or assistance to the widow. Can anything in the history of savage warfare or even Cannibalism exceed this?

A large concourse of people—among them many of the old comrades of Col. Pope in the 33d Ill., attended the funeral in a body. A very deep feeling pervaded the whole community. A company was improvised in Rosemond, who went down provided with muskets, drum &c., and buried their martyred commander with military honors, firing a volley over the grave as he was laid to rest.

Last evening a meeting was called to give proper expression to public feeling upon these assassinations and to condole with the bereaved widow and friends.

PANA, ILL., Oct. 31, 1868.

Editors Missouri Democrat:

Yesterday was a solemn day for the citizens of this city, who met to pay the last tribute of respect to Colonel Henry Pope, a former citizen of our place.

Colonel Pope, late of the Thirty-third Illinois Volunteers, has, since the close of the war, made his home in Louisiana, and was, during the last spring, elected Sheriff of St. Mary's Parish, by a majority of twelve hundred; and, on the night of the 17th of this month, while he and Judge Chase (for twelve years a resident of Louisiana) were sitting and conversing on the porch of a hotel in Franklin, of said parish, they were both brutally murdered by men uniformed and mustering under the name of Seymour Lights. Seven balls were shot into the person of the Colonel. His wife found him dead in about one minute after she heard the reports of the guns. The citizens refused to assist her in any way, and the only woman who called on her during three day's stay with the dead body, was a Mrs. Parkerson, a teacher of a colored school. She endeavored to procure a coffin but she found the Mayor had prohibited undertakers to furnish her one.

His remains reached this place on the 29th, and were yesterday buried with military honors, under command of Col. T. B. Weaver and Capt. S. P. Mooney. The funeral sermon was preached by Rev. H. H. Northop, Baptist: Text—23d Psalm, 4th verse, and all who heard him unite in saying, that it was one of the most effective sermons that they had ever listened to, and he was in earnest, fearless, bold, yet calm and deliberate. And that sermon will long be remembered after he has paid the debt of nature. During his remarks, and while he was giving an account of the noble qualities of the deceased—of his outrageous murder; and while the whole congregation were in tears, he said, (pointing to the coffin)—“that man was murdered for daring to be loyal. That man is a martyr to freedom;” and laying his left hand on the coffin and raising his right, he said: “Let us swear eternal fealty to the cause for which this man was murdered”—the congregation all raising their right hands and taking the obligation. That was one of the most impressive scenes it has ever been our privilege to witness.

THE JUNIOR CLASS, NORMAL UNIVERSITY.

From the records of the University the following statistics are compiled:

The class admitted during the fall term of 1868 is made up as follows: Ladies 105, Gentlemen 56, Total 161.

Of the 102 counties of Illinois, 57 are represented in this class, besides the States of Ohio, Missouri and Kansas, which send one each.

The counties principally represented are as follows:

McLean 31; Pike 7; Boone and De Witt 6 each; Logan, Macoupin and Tazewell, 5

each; Marshall, Ogle, Peoria, Washington and Woodford, 4 each; five counties send 3 each, fifteen counties 2 each and twenty-six counties one each.

The nativity of the class is as follows: Illinois 75, Ohio 28, New York 14, Pennsylvania 9, Indiana 9, Kentucky 3, Canada West 3, Maryland, Massachusetts, Missouri, South Carolina, Vermont and Virginia 2 each; Connecticut, Michigan, Mississippi, New Hampshire, Texas, Wisconsin, Nova Scotia and Ireland one each.

WRIGHTONIAN SOCIETY.

NORMAL UNIVERSITY.

Officers elected November 14, 1868.

President—Mr. S. W. Hays.

Vice-President—Mr. Lummis.

Secretary—Miss M. E. Hunter.

Treasurer—Miss M. Regan.

Chorister—Mr. G. G. Manning.

Editress—Miss L. Mason.

Librarian—Mr. Doolittle.

MISCELLANEOUS.

PUBLISHER'S NOTICE.

Our readers will notice that the cover pages are given to advertisements. This will serve to keep the reading portion of the paper free from damage in transmission through the mails. It leaves the pages clean, and consequently better for binding, and at the same time makes the advertising pages of more value to those who use them.

LEADING FEATURES of the best School Systems in the United States.

1. A system of graded schools for each town, embracing primary, grammar and high schools, in the latter the languages and higher mathematics being taught.

2. The placing of these under the constant supervision of paid supervisors, who ascertain by a thorough examination the qualifications of the teachers.

3. The enforcement of uniformity of text-books, regularity and punctuality of attendance.

4. Regular and frequent public examinations.

5. The establishment of school libraries in connection with all the schools.

6. The introduction of blackboards, globes and other apparatus.

7. Proper construction of school-houses for ventilation, warming, &c.

8. The establishment in every State of Normal Schools and the holding of Teachers' Institutes.

9. The organization of State Teachers' Associations for comparisons of methods of teaching and the establishment of State periodicals devoted to schools.

10. The extension of the privileges of these schools to all the children of school age in each State, either by supporting the schools entirely by taxation and the income of funds where they exist, or by taxation and small rate bills which are abated where there is inability to pay, and the furnishing of necessary school books to the children of the poor.—*New American Cyclopaedia*.

SEVEN PRACTICAL RULES FOR A TEACHER.

1. Never attempt to teach what you do not perfectly understand.

2. Never tell a child what you can make that child tell you.

3. Never give a piece of information without asking for it again.

4. Never use a hard word when an easy one will answer.

5. Never make a rule that you do not rigidly enforce.

6. Never give an unnecessary command.

7. Never permit a child to remain in the class without something to do.—*Selected*

EXTRACT—From the Annual Report of the Superintendent of the Mass. State Reform School, January, 1851.

The following facts have been gathered, to throw some light upon the causes of crime, as developed in the commitments to the Reform School:

Whole number received, 440.

169 have lost their father.

108 have lost their mother.

138 have fathers who have no steady employment.

194 have fathers who are intemperate.

57 have mothers who are intemperate.

170 have fathers who use profane language.

45 have mothers who use profane language.

145 have fathers who were Sabbath-breakers.

71 have mothers who were Sabbath-breakers.

72 have fathers, mothers, brothers or sisters, who have been, or are imprisoned.

350 were either idle previous to admission, or had no steady employment.

227 have been over-indulged.

225 have been neglected.

367 have been truants from school.

297 have been Sabbath-breakers.

394 have been addicted to lying.

230 have used tobacco.

356 have used profane language.

259 have used obscene language.

303 have attended the theater and similar places of amusement.

261 have slept out.

169 have drunk ardent spirits—most of them to intoxication.

172 have been previously arrested: 88 once; 33 twice; 16 three times; 10 four times; 25 five times and over.

116 have been in prisons or schools of reform.

BOOKS AND EXCHANGES RECEIVED.

BOOKS RECEIVED.

VIRGIL'S *ÆNEID*.—Edited by Thomas Chase.

CÆSAR'S COMMENTARIES.—Edited by George Stuart.

The above of Chase & Stuart's Classical Series, are published by Eldredge & Brother, Philadelphia.

ART OF ENGLISH COMPOSITION.—By Henry W. Day. C. Scribner & Co., New York, Publishers.

HAND BOOK OF NATURAL PHILOSOPHY. W. J. Rolfe and J. A. Gillet. Woolworth, Ainsworth & Co., Boston, Publishers.

ELEMENTS OF ASTRONOMY.—Rolfe and Gillet. Crosby & Ainsworth, Boston.

HAND BOOK OF THE STARS.—Rolfe and Gillet. Crosby & Ainsworth.

GRAMMAR SCHOOL HISTORY OF THE UNITED STATES.—J. J. Anderson. Clark & Maynard, New York.

MARKS' FIRST LESSON IN GEOMETRY. By Bernhard Marks. Iveson, Phinney, Blakeman & Co., New York.

THE AMERICAN CONFLICT.—By Horace Greeley. Geo. & C. W. Sherwood, Chicago.

PERSONAL HISTORY OF U. S. GRANT. By Albert D. Richardson. Geo. & C. W. Sherwood, Chicago.

NATURAL HISTORY.—By Sanborn Tenney. Biram Hadley, Chicago.

THE TRIUMPH.—By Geo. F. Root. Root & Cady, Chicago.

Notices of these books are necessarily deferred till next month.

EXCHANGES RECEIVED.

Atlantic Monthly. Littell's Living Age. Harper's Magazine, Young Folks.

Eclectic. Nursery.

Every Saturday. The Household.

Harper's Bazar. Rural Messenger.

Children's Hour. Advance.

Our Boys and Girls. Arthur's Home Magazine.

Round Table. Journal of Commerce

College Courant. Chicago Courier.

Qui Vive. Western Rural.

McKendree Repository. Chicagoan.

Illinois Teacher. Schoolmate.

National Normal.

Sorosis.	School Day Visitor.
St Louis Journal of Education.	New England Farmer
Pennsylvania School Journal.	Massachusetts Teacher.
School Casket.	Michigan Teacher.
Little Corporal.	Kansas Educational Journal.
Yale Literary Magazine.	Ohio Educational Monthly.
New York Observer.	Medical Record.
Galena Democrat.	Lee County Journal.
Postal Record.	Pedagogics, (Polo.)
	Advertisers Gazette.

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- 1 The Incas..... *Westminster Review*.
- 2 Curious Myths, Medieval and Indian..... *Eclectic Review*.
- 3 Women Physicians..... *Macmillan's Magazine*
- 4 The Sun as a Type of the Material Universe..... *Macmillan's Magazine*
- 5 Two Abdications—Diocletian and Charles the 5th..... *Dublin University*.
- 6 Pompeii..... *Dublin University*.
- 7 The Garden of Eden..... *Bentley's Miscellany*.
- 8 The Dove..... *Selected*.
- 9 In the Jewel Garden..... *Chambers's Journal*.
- 10 One Hundred Planets..... *St. James's Magazine*.
- 11 A Visit to an Opium House..... *Colburn's Monthly*.
- 12 A Bush with Malays..... *Chambers's Journal*.
- 13 Man and his Disenchanter..... *Saturday Review*.
- 14 Lunar Assistance..... *All the Year Round*.
- 15 The Portrait's Warning..... *Belgravia*.
- 16 In Difficulties..... *Colburn's Monthly*.
- 17 Charles Loring Elliott Editor.
- 18 Poetry.
- 19 Notes on Books.
- 20 Science.
- 21 Varieties.
- 22 Art.

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ITEMS.

Mrs. L. M. Child tells of a little girl of her acquaintance who took upon herself the burdens of life very early:

While being undressed for bed, one night, when she was about six years old, she heard her father read from the paper an account of a mechanic whose arm was torn by machinery. No one supposed that the child took any notice of it; but when she went up stairs, she began to sob violently. When asked what was the matter, she exclaimed, "O dear! what shall I do if they marry me to a machine man?" Her mother, scarcely able to repress laughter, replied, "Don't cry about that, my child; perhaps you will never be married." "O yes, I shall," she responded, trying to swallow her sobs; "they will marry me to somebody, and likely as not he will be a machine man; and if he breaks his arm all to pieces, I shan't know nothing what to do."

On a child being told that he must be broken of a bad habit, he replied, "Papa, hadn't I better be mended."

GROWTH OF NORMAL.—On the 1st of January last, the population of this place was ascertained to be about 2,000. This included all living in the corporate limits. Since then the increase has been rapid beyond any previous year.

On Saturday last one of the earliest settlers of that flourishing town made a careful count of all the dwellings and business houses (excluding barns and stables, a number of which are temporarily occupied as dwelling houses) by which it appears that since January 1st, 1868, there have been erected and are now in process of erection in the corporate limits, no less than eighty-two houses, many of which rank among first-class. One man alone, Mr. E. D. Harris, during that period, has built for sale and rent fifteen neat tenements, mostly on the cottage style, and is preparing to erect more during the fall and winter months. It is estimated that at least eight or ten more will go up before the close of the year.

The increase of houses in a place like Normal, where every foot of in-door space is but too compactly filled—represents an increase of population of not less than six hundred. Well done for our growing little neighbor.

This growth, though small as compared with the city of Bloomington for the same period, is indeed creditable. We are glad to know that both of these towns (if indeed it is not a mistake to speak of them as separate communities) are too much imbued with the spirit of improvement—too much work to do—to find time to indulge in any feelings of jealousy toward each other. Both rejoice in their neighbor's prosperity. This is the true and catholic feeling. Their interests are mutual and reciprocal, and may both continue to stretch out their borders and improve till all local distinctions are lost in one grand consolidated city. — *Bloomington Pantagraph.*

A FINISHED EDUCATION.

"I think," said Mrs. B., "I shall take Angelina out of the public school, and send her to a 'Young Ladies' Seminary.'"

"What is the matter with the public school?" asked Mr. B.

"O! I've no particular fault to find with it; but Angelina is now thirteen years old, and ought to begin to think of finishing her education. It's no use for her to keep drumming over arithmetic, grammar, and geography. She ought to be attending to the advanced branches. Why, there is little Francena, across the way, only ten years old, and she studies French, Spanish, Botany, History and Philosophy, and her teacher says she is making wonderful progress. Our Angelina has been jogging along in the public schools, and is really behind the times. So next week, she must commence taking lessons in music and dancing, drawing and painting, and in the modern languages. In a year, at most, she must finish her education and come out into society."

"A finished education!" Of all the humbugs of our shamridden race, that of a finished education at a boarding school is the greatest. And of all ludicrous ob-

jects next to a dandy pedant fresh from college, a young lady—there are no girls—sent home according to order, is the most supremely ridiculous.

Is the training of such schools calculated to give mental vigor and independence of thought? How many of the girls who study French and Spanish ever acquire more than a mere smattering? Nine out of ten never waste half-way through Ollendorff's first lessons.

If a young girl is to have the advantages of a liberal education, and expects to pursue a regular course of study, let her study the languages; but if she can attend school only a limited period of time, it is more than useless. A girl, too, must be fitted with an education as the milliner fits her with a dress.

Education is a growth—a development. It does not consist in a long array of studies, in "going over" so many pages in botany, astronomy, and "dear, de lightful French." True, many parents judge of the progress of their daughters only in this way. No wonder they have become dissatisfied with the plain schools of less pretensions. Mental growth and strength of mind cannot be measured by the volume. Young girls, who are on the point of finishing your education, exercise your common sense. Which would you prefer: to be able to write a correct and ele. ant letter, in English, to your future husband, or to favor him with an exquisite little French billet-doux? Do you imagine that your "finished education" will be of much service to you in real life? If you think to dazzle young gentlemen with boarding school accomplishments, most certainly you are laboring under an egregious error. Think you that a man with his eyes wide open will mistake a peacock for a nightingale? or, with his ears wide open, will mistake French for common sense? You may be flattered by the butterflies of society, but those whose esteem and love you would really wish to win, will never be deceived by the flimsy veil of accomplishments.

Girls, be sensible. Don't imagine that you can be turned out finished scholars at the advanced age even of fifteen or sixteen. If you wish to be a woman, acquire the education of a woman. If you wish to become belles and butterflies, make use of the quack nostrums of education which are paraded rightly in the same column with patent medicines. Don't think of finishing your education before you begin it.—*California Teacher.*

A NEGRO'S PRAYER FOR HIS TEACHER.

—O Lord bless de teacher who come so far to 'struct us in de way to heaven. Rock her in de cradle of love! Backen de word of power in her heart, dat she may have souls for her hire, and many stars in her crown in de great gittin' up mornin' when de general roll is called. And when all de battles is over, may she fall all kivered with victory, be buried wid de honors of war, and rise to wear de long white robe in glory, and walk de shinin' streets in silver slippers down by de golden sunrise, close to de great white throne; and dere may she strike glad hands wid all her dear scholars, and praise You, O Lord, forever and forever, for Jesus' sake, Amen.

PRAISE.

While visiting at a friend's house, a few months since, the conversation turned upon school matters. My friend's little daughter soon interrupted us by saying that she did not "like her teacher;" that she did not "like to attend school;" and that the other pupils "did not either."

I proceeded to question her, and received this reply which I give in her own words: "He never praises us. When we do wrong, he is sure to reprove us; when we have perfect lessons and try to please him, he does not appear to be pleased at all."

I was on friendly terms with the teacher, and determined to visit his school. I did so the next day, and found things as the little girl had said. The pupils were listless and idle; the recitations slow and dragging; and the teacher weary and discouraged. After school hours I gave him a few hints on the efficacy of praise. He promised to try it.

Sometime after I again visited the school. There was a complete change. The pupils were animated and studious, recitations full of life, and the teachers cheerful. The revolutionizer had been praise judiciously employed.

Children live in the present. They have but a dim conception of the future, and they require some immediate reward for their labor. No reward is more acceptable to them than the approbation of their teacher, and this may be conveyed by a word, a look, or a smile. Merited praise, intelligently bestowed, has the same effect on a school that a shower of rain has on plants. It revives, strengthens, cheers.—*Exchange.*

—An auctioneer was selling a library at auction. He was not very well read in books, but he scanned the titles, trusted to luck, and went ahead. "Here you have," he said, "Bunyan's Pilgrim Progress; how much I offered for it? How much do I hear for the Pilgrim's Progress, by John Bunyan? 'Tis a first-rate book, gentlemen, with six superior illustrations; how much do I hear? All about the Pilgrims, by John Bunyan. Tells where they came from, an' where they landed, an' what they done after they landed! Here's a picture of one of 'em going about Plymouth peddling, with a pack on his back."

The pastor of a popular church on Sabbath evening, at the Sunday-school concert, said, "Boys when I heard your beautiful songs to-night, I had hard work to keep my feet still; what do you suppose is the trouble with them?" "Cholblains, sir," cried out a little six-year-old boy, which, notwithstanding the solemnity of the occasion, set the whole audience in a roar. It is dangerous to question children in public.

"Emma," said a little girl to her school-mate, "wouldn't it be awful if somebody should shoot our school-mistress?" "Yes," was the reply, "but then wouldn't it be nice not to have any school!"

AN ERROR ILLUSTRATED—The feeling has been too common that any one could "keep school;" so that many schools have been kept, while but few have been well taught; they have been kept from true knowledge, and not in garnering up for future usefulness. Hence, mere stripplings, or men of maturer age with no fixed views or plans, engage in "keeping school," though they never teach, because themselves unttaught. They can neither discipline nor instruct, because they have never themselves been properly disciplined and instructed.

When Dinter was school-counsellor in Prussia, a military man of great influence urged him to recommend a disabled soldier, in whom he was interested, as a school-teacher. "I will do so," said Dinter, "if he can sustain the requisite examination."—"Oh," said the colonel, "he does not know aught about school-teaching; but he is a good, moral, steady man, and I hope you will recommend him, to oblige me."—"Oh, yes," said Dinter, "to oblige you, if you, in your turn, will do me a favor."—"And what favor can I do you?" asked the colonel.—"Why, get me appointed drum-major in your regiment," said Dinter. "It is true that I can neither beat a drum nor play a fife; but I am a good, moral, steady man as ever lived."—*Northend's Teacher and Parent.*

The great popularity of the Wheeler & Wilson Sewing Machines is plainly demonstrated by their immense sales. Their energetic and successful agent, Mr. John B. Dalliba, whose advertisement appears in another column, has taken new rooms on North Street, between Main and Center Streets, opposite the Fruit House. The new Noiseless Machine is the perfection of mechanical skill.

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WEBSTER'S UNABRIDGED ILLUSTRATED.—"Viewed as a whole, we are confident that no other living language has a dictionary which so fully sets forth its present condition as this last edition of Webster does that of our written and spoken English tongue."—*Harper's Magazine.*

It was not easy to convince us that one thread would produce a seam fit for general use, and of reliable strength; but experience has proved it to be so. We must in justice express our confidence in the merits of Wilcox & Gibbs Sewing Machines.—*N. Y. Christian Advocate and Journal.*

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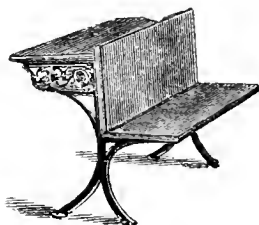
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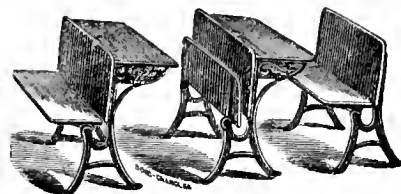
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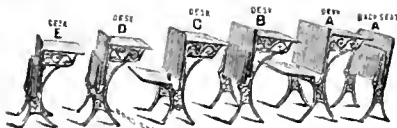
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The Schoolmaster.

NORMAL, ILL., DECEMBER, 1898.

This periodical is published monthly at one dollar per annum, in advance. Original contributions will be gladly received. Communications relating to the editorial management should be addressed to

ALBERT STETSON, EDITOR, NORMAL, ILL.

All other Communications to

JOHN HULL, PUBLISHER,

NORMAL, ILL.

PRINTED AT THE PANTAGRAPH BOOK AND JOB OFFICE,
Cor. Center & North Streets, Bloomington, Ill.

COMPULSORY EDUCATION.

No subject at present more attracts the attention of educators than that of Compulsory attendance at school. The relation of ignorance to crime is that of cause and effect—parent and child. This is universally admitted. That facilities should be provided for the education of all children, but remain unimproved by thousands is a great evil. *Shall the law enforce regular attendance at school?* Those (and they are many) who answer No argue

1. That Compulsory education is incompatible with the genius of free institutions. The state has no right by coercive action to interfere with the domestic economy of families. A law so hateful to many and almost impossible to execute, would lead to proscriptions and inquisitorial searches, of all things most obnoxious to a free people.

2. It would interfere arbitrarily with parental authority. A man's house is his castle and he is sovereign under his own roof. Shall the officers of the law step in between him and his child?

3. In a republican government the people are the state. The best policy in a Republic is to encourage the people to do their own work and not attempt to force them to do it.

4. That is not a true theory of education which provides as it were a vast educational mill into whose hopper all children are thrown to undergo the same grinding process. Cultivated minds and souls are not made by machinery—are not ground out like grist from a mill.

5. In many communities it would be unpardonable cruelty to make school attendance Compulsory. Let good school houses and skilful teachers exercise their persuasive power. Make schools and school houses what they should be, and laws compelling attendance will be wholly uncalled for.

6. Nine persons out of ten can say with truth that not half of what they studied

in school was worth the time spent upon it. The really useful and practical knowledge, mental and moral discipline, that most of us have received, have been obtained outside of the school-room. We can point to many self-made men whose strong minds developed by independent grappling with the problems of science and life, would have been dwarfed only, not expanded by enforced attendance upon inferior schools. In view of such cases, can we defend the doctrine of Compulsion?

Such are the arguments, stated briefly but not unfairly, on the side of non-compulsion, and the force of some of them we all must admit.

What have the advocates of Compulsion to say in its favor?

1. A law compelling a parent to send his child to school does not conflict with the natural rights of the former, because parental rights are not proprietary rights, but rights of guardianship which should be subject to the superintendence of the State. Now the welfare of the State demands universal education and a parent has no legal right for his selfish advantage to defeat this beneficent end.

2. The aim of society is the protection of individual rights. Education is as necessary to the child as food. It is as much the parent's duty to feed the mind of his child as to nourish his body. If it be proper, as all admit, for the law to prevent a father from starving the body of his child, is it not equally proper to save the latter from the degradation which results from enforced ignorance?

3. The State enjoins obligations upon its citizens and by so doing assumes the corresponding duty to see to it that they are enabled through proper education to perform the same.

4. The State has the right to prevent as well as the right to punish crime. In the words of Macaulay, "He who has a right to hang has a right to instruct." Shall a short-sighted parent be suffered to keep his child so ignorant that he cannot read the laws which as a citizen he will be compelled to obey?

5. *Salus populi suprema lex.* The safety of the people is the supreme law. Education is necessary to liberty, and the preservation of liberty, according to Webster, is the first object of a free people.—Hence education may, and whenever necessary, should be compelled.

6. "The amount of education necessary to the knowledge and practice of our duties is itself the first of all duties, and constitutes a social obligation

as imperative as military service, and a similar law, legitimate in itself, is absolutely necessary." Thus argues the French philosopher, Cousin.

7. The whole argument for compulsory education may be stated in a few words, viz: An indispensable qualification of citizenship in an educated community is Education. The State may therefore justly insist upon this qualification. With this right, however, is associated the duty to provide the means of education. But if the State may demand that the citizen be educated, and must provide means, it follows that it has also the right to insist that these means or their equivalent be used.

8. Compulsory education has been thoroughly and successfully tried. In Prussia particularly. With what results? The universal intelligence of the people. Not all the skill of Bismarck nor that of the inventor of the needle gun could have caused a fourth or fifth rate power to leap at once to the position of a first-rate power, before which France trembles. No. "Knowledge is power," and the schools of Prussia not her armies, have made her what she now is.

Trauncy laws have been tried with great success in some of the States of our Union. In Springfield, Mass. eighty-seven per cent. of all the children between the ages of five and fifteen are in the public schools. This leaves but thirteen per cent. for those who attend the private schools, for the sick, and for those engaged in some regular employment.—After two years' operation of the law in that city, truancy is almost unknown. Have such facts no significance?

Such are the most weighty arguments for and against Compulsory education. To what conclusions shall we come? (1.) That in a community highly enlightened, the law may wisely interfere to save the ignorant or peribund father from the consequences of his folly by making his son an intelligent and useful citizen in spite of his narrow-minded progenitor; and, (2.) that public opinion should everywhere be educated as rapidly as possible up to this high standard. No parent has any more right to withhold from his child the advantages of education than he has to refuse proper food for his stomach, or air for his lungs; but it will be idle to enact a statute compelling universal education, unless fully sustained and executed by a large majority of any community.

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PROF. J. W. POWELL.

Lippincott's Magazine for December, contains a thrilling tale entitled "A Terrible Voyage," which is prefaced by the following reference to Prof. Powell of the Normal University:

"When in Santa Fe some weeks ago, I learned from a newspaper which I casually picked up, that a scientific gentleman, —Professor Powell, if my memory serves me aright—was about setting out with an expedition to explore the Grand Canon of the Rio Colorado of the West. Since then my time has chiefly been spent among the mountains and on the plains of New Mexico and Kansas, without access to newspapers, so that I have lost sight of the expedition (in which I feel a deep interest;) and in the frontier town which is my present temporary abiding place, I can learn nothing in regard to it. I trust that it is progressing favorably, and will be able to furnish a satisfactory report to an expectant public; yet I can assure you that, should Professor Powell be entirely successful, he will accomplish a work the magnitude of which—leaving its dangers out of the calculation—will far surpass that of any former exploration upon the American Continent."

From Mr. W. H. Woodward of Normal, who has hitherto been connected with the expedition, we learn that the latter is regarded as highly successful thus far. With the approach of Spring, the Professor, whose explorations are now from necessity suspended, will enter with zeal upon the prosecution of his important enterprise. The party are in good health, and most of them remain to complete the work they have begun.

MOVEMENT THE LAW OF LIFE.

BY WILLIAM RUSSELL.

More than thirteen hundred feet below the ocean, and twenty five miles east of the old city of Jerusalem, lies a stagnant sea, which presents a scene of solitude and desolation. No motion is in its waters, no movement is on its banks, the shades of death hover around, and life has ceased to exist. But between Niagara's thundering torrent, and Huron's stormy shore, lies another sea, whose surroundings present a far more animating picture. The noise of steam boats as they ply over its waves, and the rumbling of wheels as they move on its banks, give evidence of existing life.

Movement and life are inseparable. Neither can exist without the other. The

first sign of life in the child is movement. The planet announces its existence by a rapid motion in its orbit, and every star in the heavens, though parted from us by a space which the mind fails to comprehend, displays to us through that immense distance, by its changing light, the same lesson which we learn from the smallest spear of grass that movement, action, motion, is the universal law of being, of every existence however organized, and to whatever end destined in creation.

The inorganic world is composed of atoms, which are combined in definite proportions, and move in their separate orbits. The stones and clods beneath our feet, the vast ocean and the ponderous mountain, are not mere confused masses of matter: they are pervaded through their innermost constitution by moving elements. The burning taper wastes away, dissolves in air and passes beyond the reach of sight; but in that invisible region, forces are acting among its unseen particles with the same exactness, as among those which rule the constellations.

In this invisible world of atoms, the lively action of one force upon another, and the exchange of relations between elements, give rise to physical and chemical life, which are essential to the existence of all beings. Destroy chemical life, which is made manifest only through motion, and you destroy animal and vegetable life. Without motion life is impossible.

Change is stamped upon the face of all created things. Heat, light and vitality, change into motion, and motion into heat, light and vitality, ripples change to waves, and waves to ripples; mountains change to valleys, and valleys to mountains, magnitude is substituted for numbers, and numbers for magnitude: asteroids aggregate to suns; suns resolve themselves into animals and vegetation, and animals and vegetation melt in air. And all these changes, as they roll in music through the ages, are but the manifestations of *Life* in its varied forms.

But let us leave the inorganic world, with all its moving atoms, with its harmony of sounds, with its winds and waves, for one of higher gradation. The action of heat and light wakes the sleeping embryo from its slumber. One cell gives life to millions, but not a spark of vitality is created, except through motion. The smallest blades of grass which cover the earth with a robe of green, the blushing flowers that scatter their fragrance on the air, and the huge forests whose heads tower above the surround-

ing world, are all *formed* and *exist* only in accordance with this same law.

As each cell in the vegetable kingdom, lives only by the life sustaining power of movement, so in the animal, each organ is kept alive by the same existing energy. Food is digested by the action of the muscles of the stomach; the heart beats; the blood flows from artery to vein, and each living tissue of the body seizes its appropriate nutriment, and does its own work. It is thus that animal life is sustained, and the moment the heart ceases to beat, that moment life ceases. As movement is the *first sign* of *life*, so its absence is the first evidence of death.

There are times when life *seems* to exist without an exhibition of motion. The sleeping babe may lie so still that the mother watches with anxious eyes to see whether life remains. Yet every part of that small frame is at every moment subject to the law of action; each organ is collecting its materials, forming its products, appropriating them to their uses, and growing by its work.

History illustrates in a higher sphere this same law which we see ruling the whole creation. The conscious exercise of power, increasing activity, widening aspirations, mark a living race of men. They may, like the child, sleep for a time, but underneath the veil of sleep, new powers are growing, new thoughts are germinating, the nation is preparing for a sudden outburst of visible life, which is but the result of that invigorating repose, a repose in which there has been no languor, no cessation of the great law of movement, but only concentrated and hidden action during the period of preparation.

As a stream of water, which is obstructed in its course accumulates power until its force exceeds its resistance, then rushes with irresistible sway over the surrounding country, so Prussia, after a period of long repose, sprang forth from her seeming lethargy, conquered the powers of Austria in so short a time, that surrounding nations trembled at the display of her unexpected strength.

Life in the world of *thought* follows the same law that it does in the world of *matter*. The mind which is used little, has but little power. Great intellectual achievements have been wrought out by men of action. When a telegraph is to be invented, a Paradise Lost to be written, or a Uranus to be discovered, it takes a Morse, a Milton, or a Herschel, to bring about the desired end. It takes a Luther or a Wesley to raise a world from priest-craft and superstition, to enlighten Christianity.

The same law which we recognize in the creations of matter and mind, that law which gives life to man and strength to his intellect, causes his *spirit* to grow and ripen into celestial beauty. God has given to man a spark of faith, which is the germ of his spiritual life, a spark, which if exercised, if fanned by the gentle breezes of prayer, will glow with radiant splendor. The man who would be hopeful, prayerful and trusting, must hope, pray and trust. The powers of the soul must act, or like the stagnant sea they become dead.

Life, in all its forms, and for whatever end created, exists only by conforming to the law of movement. From the atom under the microscope, to the planet in the skies, from the gentle zephyrs among the flowers, to the angry storm upon the ocean, from the embryo in the acorn, to the oak in the forest, from the cell, —the type of organic life, to man the crowning work of God's creation, we hear echoed in every sound, and read on the face of every thing. Movement is the grand, unchanging law of life.

THE LIFE OF TO-DAY.

BY S. GRACE HYWOOD.

We are all held close in the bond of a common life and sympathy, and cannot if we would, sever ourselves from its influence. Not so very independent are we after all. We draw every vital breath, in time with the pulsations of the warm throbbing heart of humanity, and it is the life of the Age, of our country, and our home that receiving us ignorant and helpless, forms our ideas, fashions our morals, and gives us our opinions. It disciplines us with pain and sorrow but comforts us with joy and friends, educates us in a thousand ways, and asks of us in return that we give back the good work which is *worthy* of the age in which we live.

There has never been a time so rich in material good. For it science has given power which rules the resources of nature. Art has brought her treasures of beauty, and literature her wealth of thought. Time is our inheritance, and never did a son of millionaire or imperial prince have a brighter one.

But let us not think that because we are at ease and rest in our own peaceful prairie homes, that all the world is so likewise.

As from every highly-wrought nature, the severest pains and penalties are exacted, so our high-wrought civilization has its own peculiar suffering and loss.

Deep in its recesses are crime and woe, black depths into which we shudder to look.

Vainly say the philosophers that there are opportunities in every life. In some lives there are *none*.

Circumstance which has been a friend to us, to whose kindly face we have turned with trust, and have recognized in her dealings God's gracious hand: *Circumstance* wearing no longer a *kindly* face, but a deep and relentless one, shuts them in with bars of iron. Think of the children of the cities, children of want and sin, knowing often times no other fathering, and dying of misery and disease, perhaps at twelve or fourteen years old, yet familiar with vice in its most frightful forms. What effort for goodness is possible with them do you think? Does the age demand any work or help of you, *you* who are strong, happy, good.

Of all tales of suffering, none ever so lifted for me, the veil from the dark side of human existence, as one item from the cold statistics of an official visit in London. The Commissioners found a little girl three years old, a match box maker, a mere baby, but an attenuated skeleton, unable to walk and rapidly growing deformed. Her life was spent in a dark cellar in the same unvarying toil from dawn to twilight. She thought of no play, did not even know its meaning. Green meadows and running waters, flowers and sunlight were as far from her as the homes of cherubim and seraphim from us. Cruelty and starvation had done their work. The child's soul was in her fingers, and she could turn out hundreds of paper boxes each day, but beyond the dark cellar, and her strips of pasteboard she knew nothing. Poor lost soul! Perhaps even now passed from the world that received thee so unkindly, not thou alone art shut in by darkened walls; many a soul is bounded in a space as narrow, and thinks of nothing beyond the strips of pasteboard with which it is building—what?

Ah! friends, you hoard in vain what love should spend. Have you knowledge, ability, help? Never was it given to be hoarded up, or put away for selfish ends.

But do not too much expect reward for good work or disinterested action. For the highest things *none* ever can be paid; no more than the devotion of a faithful friend can be bought, or love be rewarded.

Those men whom the world owes *most* have always received from it *least*, and for this reason, that it has no standard by which to measure things of highest value.

But then men become God-like by thus giving, and in their souls springs a perennial fount of joy, which no withholding of earthly things can impoverish, as no receiving can enrich. But what answer does this life of to-day give to the questions which in all ages men have been asking concerning the mystery of the universe, of life and its surroundings?"

"What," has been the first utterance of the child in his cradle, and the unanswered "Why" has passed away upon the lips of the dying.

Science has answered the first, but even Science, priestess and inspired prophet of the nineteenth century gives no response to the last. Does Religion? Religion does not solve mysteries, it trusts them. Faith teaches men to wait and to hope.

But the one question unanswered by either science or religion, is the vital bond between the two and holds them in a union too close for any external conflict to break. Science has taught us, and taught us best in her strictest methods, her most positive philosophy, the necessity of belief in things we cannot understand and in this acknowledgment of inscrutable mystery, made the more fully as she penetrates deeper into the secrets of nature and life, she has given to religion an unmovable foundation, and as no soul is ever at peace till all its faculties are harmonized about some center, so will the world never be at rest till it shall believe in and accept their mutual dependence and perfect harmony. On this broad basis shall society rest, firm and happy in the future as it has never been in the past. Into this brotherhood shall come the nations one by one as they gain a higher life. Will the deliverance be wrought through this conflict? England is almost revolutionized. Ireland wrapt in sullen discontent, France crushed by military despotism, Russia divided between noble and sordid; Austria the very name for dissolution, and Italy reaching forth her hands to Rome. The struggle between the dynasties of the past and the progress of the present, will terminate—Americans know how. The Republic will live, for it is founded on truth and that shall never fail.

Ah, nineteenth century! rich in thought, strong in action, noble in heroism, best beloved of all the ages, may liberty, beautiful and brave, truest liberty for all the world, be born of thee! Over the fearless child whose sunny brow is circled with hope and rest for the toiling and weary millions of the earth, hovers Peace, white-winged cherub, while by him are teacher and guide, Religion in

her robes of purity, her face lighted with love divine, reconciled at last to her sterner sister, majestic Science, who stands reverently, tenderly by her side, knowing that through the eternal years they shall be parted *nevermore*.

A CALL TO LABOR.

BY W. G. M.

Go forth to your toil in the vanguard to-day!
While there's work to be done let us stop not
nor stay,
For the pleasure's enchanting, the bubbles of
life,
That unfit the true man for a place in the
strife.

There is work for the million, there is work for
you all,
Then arouse from your slumbers, respond to
the call.
Men of thought, men of action, be up and
away.
Go thrust in your sickles and reap while ye
may.

The harvest is rich, but the reapers are few,
There's a lack of strong hands, of hearts stout
and true
From the north, from the south, from the east,
from the west,
Comes a call for life's workers, the bravest
and best.

Then gird on the armor of manhood's proud
might,
Strike a blow in behalf of the true and the
right.
Go swell the proud ranks of the faithful and
true,
Be up and away, they are calling for you.

Then why dost thou pause? Are the pleasures of
life
That beset thy young footsteps, with blessings
so rife,
That the call of the Master falls dead on thy
ear,
While eternity's portals are drawing more
near?

Oh, renounce the vain pleasures that lure thee
away
From the path of thy duty; that cause thee
to stray
Where the rank tares are growing, to fetter thy
feet,
And the snares of the tempter prevent thy re-
treat.

If true to the mission on which thou wast sent,
If improved is the talent, which God to thee
lent,
A bright crown of glory to thee shall be given
When thy labors on earth shall be ended in
Heaven.

Then rouse ye, nor sleep while there's work to
be done,
Let thy brief course of life be so valiantly
run,
That when from life's labors thou 'rt summon-
ed away,
Thy work shall appear in Eternity's day.

STATE TEACHERS' ASSOCIATION.

PROGRAMME.

Tuesday, December 29, 1868.

10.00 A. M. Opening Exercises. Address by the President, Dr. J. M. Gregory, Regent of Illinois Industrial University. Business.

2.00 P. M. Essay: *Ought Attendance upon School to be made Compulsory by Law?*

2.30. Drill Exercise in Botany by Dr. J. A. Sewall of the Normal University.

3.00 Discussion: Subject, *Coeeducation of the Sexes*. Affirmative, President R. Edwards, of the Normal University. Negative, President O. S. Munsell, of the Illinois Wesleyan University. Music by George F. Root of Chicago.

4.45. Business.
Evening.—7.00. Music. Lecture by Dr. Burroughs, President of Chicago University.

Wednesday, December 30.

The Association will divide into sections as follows:

HIGH SCHOOL SECTION.

9.00. A. M. Miscellaneous Business.
9.15. Essay: *Course of Study for a High School*, by Prof. W. L. Pillsbury, Normal University.

10.00. Discussion of the above; H. L. Boltwood of Princeton, and Prof. Wm. M. Baker of Champaign.

10.45. Methods of Teaching Language.

11.30. *What is the True Relation of the High School to the School System of the State?* Prof. Shurtleff of the Cook Co. Normal School.

GRAMMAR SCHOOL SECTION.

9.00. A. M. Miscellaneous Business.
9.15. Essay: *Course of Study for a Grammar School*, I. S. Baker of Chicago.
10.00 Discussion of the above. E. C. Smith, Dixon, and W. B. Powell, Peru.

10.45. Essay: *What can be done to Increase the Efficiency of the District School?* Thos. W. Hynes, Superintendent, Bond County.

11.30. Discussion of the above. B. G. Roots, Tamaroa, and P. R. Walker, De-
ment.

PRIMARY SCHOOL SECTION.

9.00 A. M. Miscellaneous Business.
9.15. *Methods of Teaching Music in Primary Schools*. R. P. Rider, Litchfield.
9.45. Lessons on Color. Miss R. E. Wallace, Aurora.

10.45. *Methods of Teaching Oral Geography*. Miss Lizzie Leeper, Decatur.

11.00. An Object Lesson to a Class of Children. Miss Hanford, Aurora.

11.30. Primary School Government. S. H. White, Principal Peoria Co. Normal School.

2.00. P. M. *Students as Soldiers and Soldiers as Students*, by Col. L. H. Potter, President Illinois Soldiers' College, Fulton.

3.00. *The Idea of a Graded School, and How to Realize it?* Wm. A. Jones, Aurora.

3.45. Music. George F. Root, Chicago.

4.00. Botany of Illinois. Dr. Geo. Vasey.

4.15. Discussion: *What can be done to Secure the Establishment of a State Reform School?*

Evening. Concert by the Boys of the Chicago Reform School

Thursday, December 31.

9.00. A. M. Opening Exercises.

9.15. Essay. Esther M. Sprague, Head Assistant, Kinzie School, Chicago.

9.30. Botany of the Rocky Mountains. Dr. Geo. Vasey.

10.15. Music. Geo. F. Root.

11.00. Description of Mammoth Cave. E. L. Wells, Supt. Ogle Co.

2.00. P. M. County Normal Schools. N. E. Worthington, Superintendent, Peoria Co.

2.30. Essay. Miss Mary R. Gorton, Assistant Teacher, Cook County Normal School.

2.45. Music. Geo. F. Root.

3.15. Election of Officers.

3.45. Lecture. Gems from three Continents. Prof. J. D. Butler, Madison University.

4.15. Closing Business.
Evening. Sociable.

E. C. HEWETT. } Ex. Committee.
E. W. COY. }
E. A. GASTMAN. }

From the foregoing programme it is evident that the exercises of the Association will be of an interesting character. We trust that the session will be fully attended. In no way can the teachers of Illinois exhibit their zeal in the cause of Education more fully than by their presence and participation in the exercises of the Association. The opportunity afforded for social intercourse and friendly conference upon matters connected with their important work, is, in our judgment, to be prized even more highly than the public exercises.

We are pleased to state on the authority of the Executive Committee that the hospitable citizens of Peoria propose to entertain all who come. The Chicago, Burlington & Quincy and the Chicago & North

western Railroads will give *Free Return Tickets*. The Ill. Central will sell return tickets at El Paso and Gilman, the Chicago, Alton & Saint Louis at Chenoa, the Rock Island at Peoria, and the Toledo, Peoria & Warsaw Railroad at Peoria, at *one fifth* fare, on presentation of the Secretary's Certificate.

A TRIP WESTWARD.

The letter from which the following extract is taken, though written in June last, we are sure will lose little of its interest to our readers.

EMPORIA, KANSAS.

On Friday morning last, having "made the connection" at Springfield, I found myself on the Wabash and Western Railway, going westward. We passed the classic Jacksonville, catching a glimpse of some of the public buildings, in some instances to the extent only of the chimney tops and steeples. Passing westward over the oldest piece of railroad in the State, we came to Meredosia, on the Illinois River. This name was printed in the maps of our boyhood, as that of a prominent town in Central Illinois. But alas! its glory has departed. Decrepitude and decay have fastened upon it. Desolation seems to be brooding over the dilapidated buildings. Vast expanses of unsightly sand weary the eye and fill your shoes. And the general aspect of the scene helps one to appreciate the force of the ancient prophecies concerning Babylon and Nineveh.

The crops of wheat, corn and other grains, from Springfield to the Mississippi look promising. What immeasurable abundance of the necessities of life does Illinois produce! And what an increase in the supplies will take place when all her lands shall be properly tilled!

Quincy is at last reached. This is in Adams county. And these two are not the only New England names one finds here. Among the streets is one called Hampshire. But what a falling off from the genuine Yankee pronunciation! How it would have shocked the Adamses to hear their beloved Quincy (pronounced *Quinzzy*) spoken in our unromantic way, the "c" having the sibilant sound of "s"!

This appears to be an enterprising town in all matters, except its public schools. A fine bridge is building over the Mississippi for the common use of all the railroads centering here. It will be a vast convenience to travelers. A ferry for railroad traveling, with its double chance for losing trunks, band boxes and one's temper, is a thing to be avoided as civilization advances.

At eight o'clock in the evening we took our places in the very comfortable sleeping car, on the Hannibal & St. Joseph railroad. Originally, the eastern terminus of this road was at Hannibal, some distance below Quincy, and a branch was built to the latter city, joining the main line at Palmyra, Missouri. But the great heart of the western system of railroads is Chicago, and any road directed toward this center becomes at once important, whether originally designed as a branch or a main line. And so with the Hannibal & St. Joseph road. The Quincy branch, because it connects with the C. B. & Q. to Chicago, has become the main line, and the city of Hannibal, although at the eastern terminus of the direct road, really does its business over a branch to Palmyra.

It was dark by the time we reached this latter town. A sleeping car and a few passengers from Hannibal were added to our train. Negro women moved up and down the platform with baskets of eatables, consisting in part as they assured us all, of "nice spring chickens" which they offered to us very cheap. They carried a tallow candle, by whose light they essayed to show their wares. But sales were not encouraging, and after a little declaring that "there is no good in this yer no way," they went home. At the previous train, however, they said they had done well. I thought of the old slavery times, and of the abolitionists who had been imprisoned and cruelly treated in this same Palmyra, and meditated on the mighty changes that a few years have wrought.

From Palmyra almost to Kansas City, in Missouri, was a continuous refreshing sleep. The latter point was reached about 7 A. M. on Saturday. Here we encountered the pleasure of another ferryage with the beneficent proceedings of a "transfer company." Of course when the cars reached the river, the ferry boat was on the other side, and important business, perhaps the shipping of a dozen of eggs,—delayed for a long time its movements in getting away from the wharf. While waiting for it, we were entertained by an energetic countryman, driving through the deep sand, a team of very small oxen, with a very large load of wood. He made up for the want of strength in his team by the vigorous use of a big stick. He ought to read Mr. Garrison's new paper.

The Missouri is a mighty stream. Of beauty it has little, nor of gentleness much. Its yellow muddy waters rush by Kansas City, with a fierce velocity that must be a serious obstacle to ascending

steamboats. It suggests that very original figure of the lion shaking his tawny mane. A bridge is building here too, and greatly needed it is. The piers are nearly done and are very solid. The yellow waters fairly roar as they rush by and around the immovable foundations.

Kansas City stands on a bluff on the south side of the river, and the grading of the streets has in many places required deep excavations. It somewhat resembles the city of Alton in this respect. Just above is the mouth of the Kansas River, and just beyond that, the town of Wyandotte in Kansas. The State line is about a mile west of Kansas City. The latter place looks as if it might have two or three thousand inhabitants.

Going west on the Union Pacific Railroad, we came after a ride of some 40 miles to Lawrence. It is situated on the South side of the Kansas River, which is here crossed by a very substantial bridge. It is not difficult to see how the New Englanders fixed upon this as a location for their new town. From Kansas City westward, the river bottom is covered with an irregular, tangled growth of timber. At Lawrence, this forest comes to an end, and the eye is charmed by the sight of the magnificent rolling prairie, which here constitutes the Kansas bottoms. It is rolling in surface and inexhaustible in fertility. It is a glorious country, and would of itself, had there been no principle involved in the matter, have been worth a fight with border ruffians.

The city of Lawrence is built on a high bluff, and exhibits marks of the indomitable energy of its inhabitants, of whom there are now about 8,000. Notwithstanding several very severe fires, kindled, some by accident and some by rebel torches, notwithstanding threats and sieges, notwithstanding a terrible experience with Stringfellow and another with Quantrell, notwithstanding all this, it stands to-day, a beautiful and busy town, filled with an enlightened and happy people, a worthy exponent of what free thought and free men may do. Massachusetts Street is a wide and beautiful avenue, lined on both sides by stately brick buildings, which are hives of the busiest industry and trade. It is an inspiration to look upon all the evidences of a high civilization here exhibited, and to think in what a brief space of time it has been developed.

From Lawrence to Emporia, the distance is 75 miles in a south-west direction, and you make it by stage. I made it in the company of one other passenger, a very pleasant and companionable gentleman. We were singularly fortu-

nate in having the coach to ourselves. Usually it is crowded. It was so only the day before. We left Lawrence at about 1 P. M. on Saturday, and reached this place on Sunday morning at about six. In the night our wide sea-room was a great convenience, and we slept quite extensively. The country is magnificent, very rolling and entirely destitute of trees. Some of the elevations are of little value except as furnishing stone, which is found in the greatest abundance. We saw many miles of New England "stone wall." But the low grounds are of inexhaustible fertility, and the corn upon them is the very finest I have seen this year. Wherever settlements have been made there is evidence of undoubted thrift. The farmers live in good substantial houses, most of them stone, and there is every indication that they are making money. Indeed I do not see how any man in Kansas, who enjoys good health,—and most of the people seem to do that,—can fail of becoming rich in a few years. In this valley of the Neosho, land can be bought for from two to ten dollars an acre. And they declare it to be the finest in the world, and that it produces vast amounts of wheat to the acre. Such land will not long remain at low figures. It must very shortly increase in price tenfold. And this result will be greatly hastened by the building of the Neosho Valley Railroad, which is expected to be running in about a year.

R. EDWARDS.

CO-EDUCATION OF THE SEXES.

The plan of educating men and women in the same universities and colleges is not at all eccentric—is not due to the whim of some visionary—but originated in the economy of some Western farmers. They wished to have their daughters thoroughly educated, so that, in regions as yet too thinly settled to have many schools, the daughter might be qualified to teach the rest of the family. And of course they wished to have their sons educated, for in America particularly—an uneducated man is hardly a man at all. These farmers were generally well-to-do but not wealthy, and they put to themselves the question, why should we build two colleges—one for men, another for women—when one will answer? These boys and girls grow up together in their homes, in neighborhoods, in children's schools, Sunday schools, churches, and when educated they will pass their lives in each other's society. Why should there be an interval of four years, when the boys and girls shall be separated into two educational monasteries? They saw a double expense in it and no common sense. And to this primarily we owe it that there are now twenty-nine flourishing colleges in America where the youth

of both sexes study together, recite together, and are in every respect upon an equality. These are not small institutions. Some of them have as many as a thousand pupils and they are generally well endowed. Again, it is important to consider that no American colleges or universities are conducted upon the principle of the English institutions. The students do not merely listen to lectures, and cram for annual examinations; they are examined from day to day. Consequently in nearly all of the colleges mentioned, the students of both sexes are resident, the dormitories for the two being in separate buildings. In all other respects they mingle as freely as in the drawing-room. The professors are both men and women. American experience in this co-education of men and women stretches over forty years, so that we know something of what the general effects are. And what the public estimate of those effects is in America may be gathered from the fact that the great State of Kansas has passed a law that no school or college connected with its government shall refuse women on the same terms with men, or in any respect educate them differently. Indeed this experience of Western Colleges has so reacted upon the Eastern States, where the separate plan, inherited from England, prevailed, that some of the finest of its institutions have pulled down the ancient barriers. It is even reported that the Vassar Institute—the largest, wealthiest, and the most aristocratic Female College of New York—has decided to admit young men hereafter, and the founder of the new State University of New York, the "Cornell University," has declared it to be his desire to have it opened to women equally with men. This then is the verdict on the subject after forty years experience, marked by the critical vigilance of people who have as much anxiety for the purity and welfare of their sons and daughters as any in the world. Indeed, so rapidly are trans-atlantic institutions falling into this line, that co-education may already be called the American system.

But its advocates are not content that the matter should rest upon the mere supposition that the plan answers, without any drawback, the simple purpose of educating young men and women for which it was instituted. They distinctly declare that it has resulted in advantages far higher than any contemplated by the economical farmers who devised it. When it began, the prophets of evil did not fail to shriek out their warnings that the system would produce horrible results. The girls would become coarse, the young men coarser, the project end in licentiousness. It is remarkable how often things have turned out the exact reverse of what was theorized concerning them. Theory said the sun moved around the earth; the truth shows that the earth moves around the sun. It is said the earth is flat; we know that it is round. It is said the sky is solid; we know it to be a vapor. This reversal of old beliefs has been too common for wise men to accept at once even obvious theories. The experience of the American plan has not only shown that the apprehensions amid which it began were unfounded, but just the reverse

of all that was predicted or apprehended has really come to pass. It is the estimate of persons who have been intimately associated as patrons and professors with these co-educational colleges that in refinement and morals they are infinitely higher than others in which persons of either sex are exclusively educated. On this point the testimony of Hon. Horace Mann, some time member of the United States Congress and the founder of the public school system of New England in its modern shape, is final. Mr. Mann was for many years by far the most eminent educator in America, as he had, in pursuance of his duties as superintendent of the schools of Massachusetts, traveled through Europe and made himself personally acquainted with all of its systems and seats of learning. In 1853 this able and accomplished man was induced to accept the position of president of Antioch College, which had just been established in Central Ohio on the co-educational plan. He was a severe moralist and his wide acquaintance with schools and colleges inspired him with very serious misgivings as to the prudence of this new plan. But after he had been there about five years, devoting himself to a personal supervision over the college, President Mann wrote to his friend Mr. Combe of Edinburgh in these terms:

"We really have the most orderly, sober, diligent and exemplary institution in this country. We passed through the last term, and are more than half through the present; and I have not had occasion to make a single entry of any misdemeanor in our record book—not a case for any serious discipline. There is no rowdiness in the college, no nocturnal rambles, making night hideous. All is quiet, peaceful; and the women of the village feel the presence of our students, when met in the streets in the evening, to be a protection rather than an exposure. It is now about five years since I came here, and as yet I have had no practical joke or 'college prank,' as they are called, played upon me—not in a single instance."

But in such a case the testimony of a woman is of equal importance; and this we have from Mrs. Mann, a lady of the highest culture, who shared her husband's toils and triumphs. This lady was in fact partly President of the College, and gave her time and extraordinary talents to promoting its welfare. She writes as follows:

"No one conversant with the daily life and walk of Antioch College can deny that the purity and high tone of its morals and manners, in both departments were unequalled by those of any other known institution. There are many colleges at the West, in whose neighborhoods schools have sprung up, in order that the services of teachers and professors in the former may be made available in the latter, and in such cases there have always been regulations prohibiting any intercourse whatever between the two. But it is the universal testimony of those acquainted with the subject, that loss of reputation and even of character, are not infrequent in such places, growing out of clandestine correspondences and meetings. Mr. Mann thought the monkish

error of repressing natural sentiments should be swept away with other errors of the same nature, and a generous culture should enlist them in the interests of purity. Young people are thoughtless rather than vicious; and it is cruel to put them into circumstances where they can learn wisdom only by a fatal experience.—At Antioch the dining hall which was the commons of both sexes, was a charming scene of social enjoyment and innocent hilarity—a scene which Mr. Mann especially enjoyed for its beneficent influences upon manners and happiness. In American society the freedom of intercourse between the young has ever been found compatible with virtue, in striking contrast with the system of repression that exists in the older societies of the world, even of modern Europe."

About twelve years ago the writer of this article, at that time very little interested with the subject of it, went to reside in the neighborhood of Antioch College under circumstances that furnished ample opportunities for forming an acquaintance with its plan, professors, and students. And although he is quite familiar with the University of Virginia, Harvard, and to some extent with English Universities, he has an entire conviction that in none of those male institutions, can there be found anything comparable to the moral elevation, the refinement, or the intellectual enthusiasm, which characterize the students at Antioch. In our estimate, male students were first called gentlemen at Antioch. The young men were none the less chivalrous because they did not drink or smoke, while their personal neatness, courtesy, and delicacy of behavior, showed that under the refining influence around them a certain manliness very rare in college students, had appeared in their characters. The college had the grace of a refined household. On the other hand, the finest and most womanly traits were visible in the young women. During the seven years of the present writer's intimacy with Antioch college, he at no time knew or heard of any scandal in connection with any student in it; and in short, through personal observation of that and other co-educational institutions in the United States, we have been convinced that the purification and elevation of the educational systems of the world are to be wrought by carrying into them that influence which has never failed to civilize and refine wherever it has gone—the influence of woman. We are convinced that young men are never so animated to high endeavors, never so put upon their manliness, as when in the presence of women; and, equally, that women are never so inspired by womanly sentiment or so raised to noble efforts as by the presence of true gentlemen. The two sexes are meant to sustain and encourage each other, and their separation during the period in which principally each is forming its mind and character, is the relic of an age of monks and nuns—an age which branded all relations between the sexes as impure.

In a recent address the Bishop of Oxford, in maintaining the need of religious instruction in the universities, said—"A college is to be a house in which the family life of England is to be exhib-

ited on a very large scale; where young men are brought together, exposed necessarily by that very circumstance to a multitude of temptations, to expense, and to the indulgence of natural appetites, as to intercourse with one another, where they make utter shipwreck of life, if there is not a wholesome influence brought to bear upon them."

But how is the college to be the larger English home, while all the pure influences of the family pervading it, if that particular influence which has made the English home what it is, is carefully excluded from it?

It was prophesied in America that when young men and women were brought together in colleges, that there would be many love affairs; and that these would be often imprudent, and lead to the neglect of studies. The experience of American colleges shows that though there were fewer cases of this kind than had been anticipated, they rather incited those concerned to better conduct and more earnest study. Both man and maid aspire to make the best appearance in the eyes of those they love, and not to be surpassed by others, and why should such attachments be imprudent? Where does society offer the young better opportunities for knowing each other's minds and characters, than is implied in studying side by side for years? The chief source of domestic unhappiness is that the young, fresh from their monastic colleges, rush heedlessly into life-long relations with persons of whose minds and characters they know little or nothing, or else enter into heartless marriages of convenience. There is too much levity associated with this subject; human happiness and welfare are more deeply involved in it than any other; and to a thoughtful man or woman it will be no disparagement of the co-educational plan that it may lead to attachments which, surviving the test of years of associated study, may end in marriage.

In none of these colleges has the standard of study been in the slightest degree lowered beneath that of those in which young men alone are taught. The girls have not asked or received any favor, and they have shown their entire competency to hold their own in the same field with the other sex, whether as pupils or professors. Miss Mitchell is as good an astronomer as any in America; and the professor of Mathematics at Antioch—a woman—taught without the book the most abstruse portions of her science with a clearness which the best male professor acknowledged could not be surpassed. The writer has often been in the recitation rooms, and can testify that the girls were in no wise inferior in their performances to the young men; and at the commencement the public essays read by the female graduates dealt with subjects of general interest quite as ably as the orations of the male graduates. Indeed, the uniform testimony of these co-educational colleges confirms that of the examiners at Cambridge, England, that if there has been any difference between the young men and the young women, it has been in favor of the latter.

The undeniable facts reported from Cambridge have compelled the opponents of all such steps to shift their ground,

Forced to admit that women can pursue, with equal success, the same studies with men, they now say, "Yes, but they are not proper studies for woman; they do not fit her for her true sphere; and consequently they unsex her." Now it must be admitted that it would be a strange anomaly in Nature if this were true.—Women daily sit at the same table with men, and partake of the same food; Nature has not provided one kind of beef and mutton for women and another kind for men; and yet the same meat and bread are converted by one sex into woman, by the other into man. The two are not unsexed by breathing the same air, or by the same sunshine; there is not a female and male air or sunshine; and yet one frame converts these to long tresses, the other to long beards. It would be strange in fact if by the same mental diet the same intellectual sun and atmosphere, woman should be made too masculine or men too effeminate. The fact is, this is absolutely a phantom. It ought to be needless at this date to affirm to English people that the broad culture and profound psychological penetration of George Eliot, the severe scholarship of Elizabeth Browning, the political insight of Harriet Martineau, and the science of Maria Mitchell, co-exist with the utmost womanly feeling and refinement.—*Westminster Review*.

A TALK TO TEACHERS.

BY PROF. S. M. ETTER.

The beginning of any system of instruction is the primary department. No part of education demands the serious attention of the wise parent and teacher, more than the instruction of beginners.

It is an error as fatal as it is foolish to suppose that a teacher of the weakest ability and poorest qualifications "can teach the children well enough."

It is perhaps true that no great extent of burning is required to explain the spelling book, elementary arithmetic or geography, yet no such unskilled hand should be allowed to make the first impressions upon the minds of children.—The primary teacher should be one of the best qualified and most experienced that can be found, one who can create such a love for study that shall follow the child through his whole life.

The poet has said—

"Just as the twig is bent the tree's inclined," and it is the voice of all true experience that the first lessons are over the most important and enduring. He who rough hews the marble for some great statue, must be guided by no mean or narrow views, or the finishing artist can produce no rounded beauty of figure or justness of proportion. A small and weak foundation can never sustain the massive superstructure of a temple whose walls and columns are to stand the storms of time.

So the primary education should embrace in its ulterior aims the widest possible attainments of after years, and seek to lay the foundations of a scholarship of the highest and holiest kind.

"The child is father to the man;" and whatsoever character be impressed upon the first movements of the child's mind will continue to mark with unvarying fidelity his whole future career.

The place then of the primary teacher is one of no mean power or responsibility. It is his, in a large degree, to determine whether his pupils shall be noted in after life for intelligence or ignorance, for thoroughness or superficiality as original thinkers, or as mere retailers of other men's opinions. Could a primary school be placed for a number of years under such an instructor as the late Horace Mann or Doctor Nott, who would not look for splendid results? Dull indeed would we pronounce the mind which, under such tuition, did not tower up into eminence both in scholarship and virtue. Ignorance and imbecility of mind are oftener the results of defective teaching than of defective talent.

The springing activities of childish thought, the endless questionings of childish inquisitiveness;—how might these be trained into habits of investigation and powers of persistent reflection; but, alas! how often are they ruthlessly repressed by false teaching till the pupil, tired of books and study, dreads the very name of learning and longs to be freed from school forever.

In primary teaching as well as all other teaching, the grand requisite is thoroughness. The difficulty of retaining the attention of childhood, without appealing to its love of novelty, often urges the teacher onward at the *expense* of all thoroughness.

But here it will ever abide a certain truth, "The more haste the less speed." The mind of the pupil should be trained to habits of mastery over whatever subject it undertakes. The attention may be gained by new examples and illustrations as easily as by new principles, and care should be taken not to propound any new principle until the previous one is so well understood that the pupil can both state and illustrate it from his own thoughts. The progress in the outset will be slow and toilsome, but it will be sure and permanent.

"One thing at a time," is a maxim of the first importance to every teacher.

Let one principle be thoroughly mastered before another is begun; let the process become thoroughly practical before the next is introduced. Each step must

be fairly and fully taken before the succeeding one can be safely attempted.—Thus in reading, every lesson should be thoroughly mastered before the next is commenced. In arithmetic, addition should be made as easy as counting, before subtraction is entered upon, and so on in every branch of study.

No child should ever be allowed to pass over any lesson without making it thoroughly his own. If he is absent from the class, he should be required to study the lesson and recite it before he is allowed to enter upon the next.

In order to gain good results with pupils, teachers must be studious themselves. No teacher who enters upon the duties of his profession with the idea that his studies are completed, can ever succeed. It is the duty of every teacher to have some subject of investigation—some subject of faithful, continuous study before his mind, besides those of his daily classes. If old fields are exhausted, old paths are foot-worn, that same thirst for knowledge on which, in the scholars, he most relies for his success, should prompt him to continued acquisition. Has he no such unquenchable, irrepressible *desire* to know, he is unfit to instruct others.

Knowledge is gained only by constant application. None of us are born with a knowledge of nouns and verbs, of coefficients and exponents. Here all stand on the same platform. At the outset all are ignorant; before attempting to teach all should know. Fair talent and steady application will accomplish everything.

Many teachers seem to think if they simply hear their pupils rehearse the text book they have performed their duty.—They enter their school rooms in the morning without having given the work before them, for the day, a single thought and what can such teachers do but teach text books.

The teacher who wishes to teach well and be worthy of his high calling, must know thoroughly whatever he attempts to teach, and the best way of doing it. He must not be satisfied with superficial attainments, or "with any way to do it." He must be "posted up" in matters of general knowledge, and in the method of communicating what he knows.

He must also understand the laws of mind, that he may know at a glance how to operate with success; for to treat all pupils alike in appearance is to treat them unlike in reality. No one should ever be permitted to instruct children who is not thoroughly conversant with Mental Philosophy and the laws of mind.

The teacher should be able to interest his scholars. If he finds he cannot do this,

let him by all means give up his business since he is incompetent for it.

If a teacher cannot interest his pupils it proves that he has no interest in the work of instructing, and ought not to impose on the patrons, much less the pupils.

He who would be a successful teacher must also be a person of general intelligence, ready up on every occasion to give instruction which will interest, awaken thought or amuse. The teacher can often break the monotony of the usual exercises of the school by relating historical incidents of our own or other countries, of its statesmen and scholars, and their achievements.

He can explain the philosophy of rain, hail, dew, whirlwinds, thunder, lightning and principles and facts in physiology, he can draw lessons from natural history, by explaining the habits and peculiarities of animals, birds and insects of different countries, and thereby awaken the curiosity, cause a desire to learn, and enkindle a thirst for knowledge that otherwise would have remained dormant forever.

A teacher should have only good thoughts. He must be a student himself and bring some of his treasures to the sight of his pupils. He should show them that he is in search of just such wealth as they seek. Let him not fear to select for them the beautiful from any science. They should thus be constantly taught that their teacher has many bright gems of thought in his mind—that they are his choicest treasures. His language should be simple, yet vigorous, conveying in few terms just what is intended.

True teaching educates the heart as much as the intellect. Never allow one to be developed at the expense of the other.

If the feelings of children are not kept alive in the school room, their interest in their studies will die also.

The youthful mind, from the very fact of its being weak and untutored, is dependent, and positively demands aid and sympathy; and these it must have, or it will dwindle and lose all its energy and strength; and, as it is the function of the teacher to draw forth this embryo mind and to cause it to develop its full vigor, it is from him that this assistance is chiefly to be derived. Now it is very evident that the teacher, who is unprepared to sympathize with, or effectually to aid his pupils cannot justly appreciate the difficulties to be overcome. Who can so well realize the wants of his pupils, or so well act the part of a faithful, wise and conscientious teacher, as he who comes each morning, fresh from his study, with his mind stored with new ideas, which he is eager to impart, and with his eye, aided

by recent experience, ever ready to detect, and his will to remove, the secret barriers to his pupil's advancement? The teacher who is a close and faithful student, will ever have at his command a stock of useful, practical information; not rusty, time-worn theories, but well defined, elegant, enticing ideas, newly purchased by praiseworthy toil, and each one consecrated to his pupils. On the other hand the teacher who does not study, often becomes morose and selfish, wishing to bring everything to his own standard of perfection, which, however defective it may be, he will never elevate one particle above its present level. He will acquire a regular, never varying, mechanical habit of teaching, which would answer very well if the minds of children were so many cog-wheels to be turned by the same crank, but which fails to develop, as they should be developed, the immortal minds placed under his charge.

To lead gently the trusting and timid, and guide aright the undoubted child of genius is more truly worthy of commendation than the proudest achievements on the battle-field. For, to do this well, it requires a more skillful operator, a finer workman, than to sway the rod of empire, to follow the intricacies of political action, to guide the vessel over the pathless deep, or to control the commerce of nations; since the material to be wrought upon is more delicate, the machinery to be dealt with more complicated, the means to be employed greater, the goal to be won more distant. True, Franklin drew the lightning from the clouds and chained it harmless to the earth. Morse made electricity the swift messenger of thought, rivaling the lightning itself in speed. Shakspeare sought the hidden springs of action in the human heart, and showed its secret workings; yet these master minds are but rarities in the human race and others must claim their relationship to them, by following and equalling their creations and inventions.

But for the teacher it is, to trace the subtle workings of another's thoughts, to mould the spirit made in the image of God, in accordance with his own ideal, to stamp upon the unfolding intelligence in the prospective man, an impress that shall lead it to aim at perfection and prepare it for infinite enjoyment; that time shall deepen the impression, and that

God shall make divinity real,
The highest form of that ideal.

See our **CLUB RATES** in another column, and secure good reading at reduced rates.

COUNSEL FOR TEACHERS.

Children are tender in their nature. It is the petulance and impatience of parents that hardens them; and by capriciousness teachers too often complete what parents have begun. A child is a tender thing.

It should always be presumed, with children, that they tell the truth. To suggest that they do not is to help them to lie. They think that, if it were so bad a thing, you would never presume it.

From want of sympathy with children much power with them is lost. You traverse a different plane from theirs, and never meet.

That is well which is said of Agricola by Tacitus: He saw everything but did not let on. This is great in managing children.

Teachers underestimate their influence with children. In this way they commonly lose much of it. A child is instinctively disposed to look up to a teacher with great reverence. Inconsistencies weaken it; by unfaithfulness it is lost.

Everything is great where there are children—a word, a gesture, a look. All tell. As, in the homeopathic practice, to wash the hands with scented soap, they say, counteracts the medicine.

Nothing is more incumbent on teachers than punctuality. To be late one minute is to lose five. To lose a lesson is to unsettle a week. Children are ready enough to "run for luck." They count upon a teacher's failures, and turn them into claims. At the same time, none are so severe, in their construction of uncertainty, in teachers, as those who take advantage of it. It is with children as with servants—none are such tasking masters.

Manners is much with all, but most with teachers. Children live with them several years. They catch their ways.—Postures, changes of countenance, tone of voice; minutest matters, are taken and transmitted, and go down through generations. Teachers should think of these things. Carelessness in dress—language—position—carriage, are all noticed, often imitated, always ridiculed. Teachers should have no tricks.—*Bishop Doane.*

The Nation says: "All England is occupied with the question of Education, or at least is giving it all the attention it can spare from Fenianism. One most interesting fact has come to light with regard to the results of the efforts which have been made to promote the higher education of women, by the establishment at Cambridge University, of examinations for girls, certificates being awarded to all who pass satisfactorily. The plan has now been long enough in operation to furnish some aid in estimating the ability of women to master the studies hitherto usually reserved for boys. The examinations are conducted in London by married fellows of the University; and besides furnishing girls with an excellent means of testing their own capacity, they are gradually creating a standard to which women seeking employment as governesses or teachers will have to come up, as the candidates furnished with certificates natu-

ally secure a preference. But now for the fact which gives the movement its strongest claim to attention. The examiners report that they discover little difference in the capacity between sisters and brothers examined on the same papers, the advantage, if any, being on the side of the sisters. Moreover—and the effect of this is really stunning—the girls decidedly beat the boys in Mathematics, seldom making any blunders "in the essentials of a demonstration," while the boys make them in all parts of the process with equal facility. A more portentous fact than this for the noble army of male blockheads has never, we venture to say, been brought to light."

EDUCATIONAL ITEMS.

The *Round Table* of New York concludes an article upon popular education in France, as follows:

"On the whole, the advocates of popular education in France seem to be adopting the theory that compulsory education is the only resource—a conclusion, which, we fancy, will ultimately be arrived at by every nation which attempts to have efficient schools."

Severe attacks have recently been made upon the Commissioner of the Department of Education in Washington. For some reason Congress, near the close of the last session, provided for the discontinuance of this Department at the end of the current official year, June 30, 1868. The friends of the Hon. Mr. Barnard, whose eminent services in the cause of education have never hitherto been questioned, claim that the recent attacks upon him have been prompted by selfish and private motives. The subject demands a careful investigation by Congress.

The colored people of Washington have erected the first monument to Thaddeus Stevens in the shape of a handsome school house.

Wilberforce University, near Xenia Ohio, is the only literary institution in this country, it is said, which is owned by the colored people and conducted for their benefit. Its situation is beautiful and healthful and efforts are now making to raise funds for its improvement.

President Haven, of Michigan University, in his annual report, just presented to the Regents, has taken bold and emphatic ground in favor of the admission of women to all the privileges of the University, in every department—law, medicine, science, and art.

The new schedule of salaries in Chicago gives the Superintendent \$1,000; High School Principal \$2,500; Normal School Principal \$2,200; and the District principals, with three years' experience \$2,000 each. Lady teachers in lower schools receive from \$150 to \$700. The estimated school expenditures for the coming year are \$795,500, the salaries of teachers amounting to \$340,000.

The following statistics are taken from the English *Fortnightly Review*: Manchester may be taken as affording a fair

specimen of the condition of the working-classes in the more populous districts of England. In the report for 1867 of the Manchester Aid Society, we find the following statements to the same effect as many others which had appeared in previous reports. "The following is a tabular statement of the educational condition of parents and young persons from 12 to 20 years of age:

"Of 1672 fathers, 475 cannot read.

"Of 1857 mothers, 815 cannot read.

"Of 1860 persons between 12 and 20 years, 759 cannot read.

"Nearly one-third of the fathers, almost one-half of the mothers, and about the same proportion of the young men and the young women, are in a state of profound ignorance!

The following testimony as to the efficiency of Normal School graduates as teachers, we quote from Mr. Ira Divoll, late Superintendent of the St. Louis schools:

Without intending the least disparagement of the many valuable assistant teachers in our schools who are not graduates of our own or any other Normal School, I state most emphatically that our Normal graduates, as a class are more effective, more exact, and more valuable teachers than those whom we obtain elsewhere. The former are trained for the special work they have to do, and they enter upon it as a regular profession, though not necessarily with the intention of practicing it for a lifetime. The latter class, with many honorable exceptions, have had no special preparation for the business they follow: it is rather from accident than choice that they follow it at all, and they are anxious to leave it as soon as something else turns up. In many instances, their former experience in teaching, on account of its loose and careless nature, has been a misfortune rather than an advantage to them.

The whole number of Normal Schools in the United States is reported as thirty-eight. This number is likely to be increased largely during the next five years.

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The next term of this Institution will commence on Monday, Jan. 4th, 1869.

Candidates for admission will be examined on SATURDAY JAN. 2d, and all intending to join any department of the Institution are expected to be on the ground on that day.

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THE MODEL SCHOOL is divided into three grades, the HIGH SCHOOL, GRAMMAR SCHOOL, and the INTERMEDIATE AND PRIMARY SCHOOL. All these grades are intended to do the very best work in their respective fields.

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We call the attention of teachers to the advertisement of Eldridge & Bro. in another column. Their valuable classical books edited by Profs. Chase and Stuart are being largely adopted throughout this State. We understand that they have just been introduced in the Normal University and the Model School.

THE ONE HUNDRETH VOLUME AND A GREAT ROMANCE.—*Littell's Living Age* enters upon its *One Hundredth Volume* on January next, which fact sufficiently attests its deserved success.

In the number for November 21, it begins, by arrangement with the Boston publishers of Berthold Auerbach's works, a new and great Romance, by that most eminent of living German novelists, entitled "The Country House on the Rhine," which is now appearing serially in Germany. Auerbach's last work, "On the Heights," was pronounced "the most remarkable novel that has come to us from the home of Goethe during the present century;" and John G. Saxé pronounced it "one of the few great works of the age." The new work is to be partly American in its theme, and promises to be a masterpiece of the author. It will appear from week to week in the *Living Age* until completed.

The publishers make a liberal offer to new subscribers for the year 1869: viz, to send them the weekly numbers of the *The Living Age* from the beginning of this story to January next, free of charge.

Besides the above attraction, *The Living Age* will continue to present to its readers its usual complete *resumé* of the valuable literature of the day, embracing the best Reviews, Criticisms, Tales, Poetry, Literary, Scientific, Biographical, Historical and Political Information, gathered from the whole body of English periodical literature and from the pens of the ablest living writers. Issued in weekly numbers of sixty-four pages each, making more than *three thousand* double column octavo pages a year, it is one of the cheapest and the cheapest magazine that can be had, considering the quantity and quality of literary matter furnished. A leading daily paper says that "if a man were to read *Littell's Magazine* regularly, and read nothing else, he would be well-informed on all prominent subjects in the general field of human knowledge." Rev. Henry Ward Beecher says, "Were I, in view of all the competitors that are now in the field, to choose, I should undoubtedly choose *The Living Age*; nor is there in any library that I know of so much instructive and entertaining reading in the same number of volumes." It is similarly endorsed by the best writers and thinkers of the day, and commended by the press as the "leading magazine of its class."

It is issued every Saturday by LITTELL & GAY, Boston, at \$5.00 a year, free of postage. An extra copy sent *gratis* to any one getting up a Club of Five New subscribers.

THE *PEACE* is the name of a sixteen page quarto, published in Chicago, Ill., by members of the Society of Friends. It is devoted to the cause of peace and general religious improvement. It is an excellent family paper, thoroughly "radical" in religion and politics, and is well supported by the most intelligent and active members of the Society of Friends, as well as many others. It numbers among its contributors, Prof. Thos. Chase, of Haverford College; E. L. Constock, the well-known missionary and philanthropist; J. H. Douglas, Secretary of the "Peace Association of Friends in America;" Wm. F. Mitchell, of Philadelphia, long an active and efficient laborer among the Freedmen; David Hunt, a veteran minister of Iowa; Prof. D. Satterthwaite, of New York, beside many others, both among Friends and others.

The editorials are always practical and pointed. The Children's Department is edited with great care. Altogether it is decidedly the leading paper among the Friends, and will be sure to receive a hearty support from all classes. It is issued at the low price of \$1.50 per year.

We would particularly request the attention of the ladies to Gilman & Bro's celebrated National Piano Polish, for which Messrs. Baner & Co. are Western Agents—an article that every one who has a piano needs and should have in the house. It removes all dirt, stains and finger-marks, leaving a beautiful and lasting gloss, making pianos and furniture look as well as when new.

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NOAH WEBSTER.—Thirty years ago the literary world was startled by the appearance of Dr. Webster's Dictionary, the most comprehensive work of that kind ever published, and stamped upon its every page with the originality and genius of the author. Webster's Dictionary, in this edition is now not only the most comprehensive vocabulary of the English language in print, but includes a vast variety of valuable and reliable contributions upon every thing connected with its use or history. * * The now unchallenged standard of the English language.—*Chicago Post.*

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This department of the Magazine will hereafter receive special attention, and a series of novels will be presented by authors of established and scholarly reputation.

The following are some of the principal works from which our selections are made.

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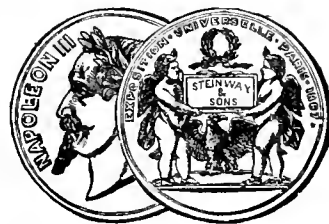
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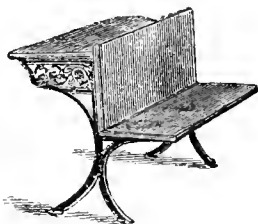
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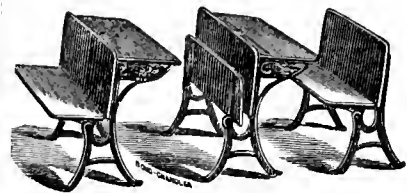
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The Schoolmaster.

NORMAL, ILL., JANUARY, 1869.

This periodical is published monthly at ONE DOLLAR per annum, in advance. Original contributions will be gladly received. Communications relating to the editorial management should be addressed to

ALBERT STETSON, EDITOR, NORMAL, ILL.

All other Communications to

JOHN HULL, PUBLISHER,
NORMAL, ILL.

PRINTED AT THE PANTAGRAPH BOOK AND JOB OFFICE,
Cor. Center & North Streets, Bloomington, Ill.

NORMAL UNIVERSITY.

CONTEST MEETING.

The annual Contest between the Philadelphian and Wrightonian Societies took place in Normal Hall, on Wednesday evening, Dec. 16, 1868. The hall was densely thronged, a large number remaining on their feet during the entire exercises which were protracted to a late hour.

Seats were reserved in the center of the hall for the members of the State Board of Education and the three Judges previously appointed to decide upon the merit of the several performers. The unfortunate detention of one of the Judges caused a delay of forty-five minutes in the opening of the exercises.

The first exercise upon the programme was a Debate upon the following resolution:

Resolved, That Maximilian's career in connection with Mexican affairs shows that he possessed a noble character as a Man, and high abilities as a Statesman.

Mr. R. Arthur Edwards, Philadelphian, was introduced as the first speaker upon the affirmative. He opened his argument with a clear, though condensed statement of the condition of Mexico and the Mexicans previous to the advent of Maximilian, and the circumstances attending the establishment of the empire. The most remarkable incidents in the career of the ill-fated Arch-Duke were strikingly portrayed and every act tending to establish the affirmative of the question properly emphasized.

Mr. Edwards is a graceful speaker. His voice and manner are alike pleasing. His argument was carefully elaborated and the whole performance creditable to him. A little more warmth of manner would have rendered his effort more effective.

Mr. W. G. Myer, Wrightonian, followed upon the negative. With great earnestness and evident sincerity he arraigned the Emperor as a ruler, who by falsify-

ing his pledges, by establishing slavery, by favoring the Confederacy during the rebellion in the United States, by allowing himself to be made the tool of Louis Napoleon, by unwisely excluding the Mexicans from office, by alienating the church party and by acts of cruelty, proved his want of integrity as a man, and weakness as a statesman. Mr. Myer's speech was an able one. A little more composure of manner and attention to the minor details of oratory would have improved his performance.

Mr. W. C. Griffith, Philadelphian, in his plea for the affirmative, spoke in detail of the reforms introduced by Maximilian, in finance, in the army and navy, in building railroads, and removing the censorship of the press, his regard for his followers and his heroic death. The picture of the Emperor's execution was graphic and affecting.

Mr. Griffith has an excellent voice and is a vigorous and effective speaker. His argument would have been strengthened by omitting the reference to the Monroe doctrine and other irrelevant matters.

Mr. Ben. Hunter, Wrightonian, followed with a most damaging array of facts defended by weighty authorities. The marked merit of this speaker is his clear statements in terse and pointed language. Every word tells, as with sledge-hammer blows he belabors the unfortunate Arch-Duke.

Mr. Hunter's speech lost much of its effect from his ungracefulness of manner and gesture, intensified as he warmed with his theme. It would be wise by a Demosthenic rigidity of discipline, if need be, to add the grace of cultivated speech and manner to the weightier merit of a clear and vigorous intellect. The Damascus blade is the better weapon for its mirror-like polish.

Mr. Myer closed the case for the negative, after a summary of the arguments employed by his colleague and himself, by a skillful peroration in imitation of Burke at the Trial of Warren Hastings,—“I impeach him,” etc.

Mr. Edwards in concluding the Debate gave a recapitulation of the arguments employed in the affirmative, well-arranged and vigorously stated.

After a brief recess, an instrumental Duet by Misses Jennie Roe and Marion Weed of the Philadelphian, and another by Misses Fannie Smith and Onie Rawlings of the Wrightonian, were given with a skill and correctness highly creditable to the four ladies.

The Philadelphian Paper, the “Ladies' Garland,” was read by the editors, Misses Mary E. Owen and Flora Pennell, follow-

ed by the Wrightonian Paper, the “Oleastellus,” edited and read by Misses Maria L. Kimberly and Clara D. Burns.

The Ladies' Garland contained six pieces various in character and merit, interspersed with original conundrums. The Oleastellus contained the same number of contributions with somewhat more variety in the character of the pieces.

Selections from the two papers appear elsewhere in the columns of THE SCHOOLMASTER, and others will appear in future numbers. For this reason we here abstain from special criticism. We must make this general remark. The reading was excellent—*uniformly so*—and was justly commended. Of the literary merits of the several contributions our readers shall judge.

The exercises of the Contest concluded with Vocal Music: first a Philadelphian quartette by Misses Jennie Roe and Alice Emmons and Messrs. L. M. Graham and C. D. Mariner, “I love my Mountain Home,” followed by a Wrightonian quartette, “Dream on, my soul,” by Misses M. L. Kimberly and Mary Alexander, and Messrs. I. F. Kleckner and L. Goodrich. Both performances were loudly applauded, but there seemed to be almost an entire uniformity of opinion as to the comparative excellence of the rival exercises.

The Judges, consisting of Rev. C. E. Hewitt of Bloomington, Rev. G. S. Dickerman of Normal and R. E. Williams, Esq. of Bloomington, after consultation, presented their decision through their chairman, Rev. Mr. Hewitt. After expressing their appreciation of the high character of all the exercises of the evening and declaring with reference to the Debate that, had elegance of composition and gracefulness of delivery been taken into account, the decision would have been different, the verdict was rendered as follows:

In favor of the Wrightonians—The Debate and Instrumental Music.

In favor of the Philadelphians—The Paper and Vocal Music. Result, a *tie*!

A vote of thanks was tendered to the Judges for their services.

We close this sketch by a few suggestions prompted by a careful consideration of the circumstances attending the recent contest, which may be serviceable in future meetings of the kind.

1. Arrangements should be made by which the exercises shall commence precisely at the hour set.

2. All persons serving as Judges should be fully instructed in advance as to the Rules regulating the Contest and the method of marking the contestants, with a distinct understanding as to the relative importance attached to soundness of ar-

gument and grace of manner exhibited in the debate.

3. The appointment of special Judges of musical culture, to decide upon the merit of the vocal and instrumental music.

4. Restricting the papers to narrower limits.

5. A more careful proof reading of the printed programme.

6. The securing of better order by finding room for all auditors, to sit or stand within the hall, and the closing of the doors during every exercise.

7. The careful revision of the Rules for Contest by a conference committee of the two societies with the view of removing all possible causes of suspicion of unfairness on the part of the rival societies.

Our own conviction of the value of these annual trials of strength as a means of intellectual growth is by no means weakened. We are happy to find our own view of this matter confirmed by the following appreciative notice from the editorial columns of the *Bloomington Pantagraph*:

"The pleasant contest which took place at the Normal University, last night, was a fair illustration of that system of personal drill which pervades all that is done at the Normal; and not only required the participation of several members of each society who led in the contest, but by sympathy and co-operation included the entire body of each society. For several weeks, the contestants have been laboriously preparing themselves for the trial of strength. Their minds have been fully aroused; they have sedulously studied their parts; they have felt the responsibility of representatives in behalf of their several societies. Their preparation therefore, had been similar to that which the struggles in real life involve; and it called out those latent energies which, without something akin to enthusiasm, would not have been awakened.

But it is not in the contestants alone that this wholesome order is awakened, for other members of the societies partake of it, and thus an atmosphere of mental activity affects all parties, including even the teachers of the institution. The action and re-action are equal, and all move on more easily and more rapidly together.

We consider the appreciation and constant appeal to this wholesome enthusiasm among the pupils by the teachers at the Normal, as one clue to the great success which they have attained. Without enthusiasm, success in anything is almost an accident."

Read THE SCHOOLMASTER'S Premium List, and get a valuable present.

ILLINOIS INDUSTRIAL UNIVERSITY.

The University opened in March, 1868, and closed in June of the same year, with an aggregate attendance of seventy-seven students. Its first college year proper, opened in September last with a hundred students, the number being swelled during the term to one hundred and fifteen. The faculty is as follows: J. M. Gregory, Regent; W. M. Baker, Professor of English Language and Literature; G. W. Atherton, Professor of History and Social Science; W. F. Bliss, Professor of Agriculture; A. P. S. Stuart, Professor of Chemistry; T. J. Burrill, Assistant Professor of Natural History; S. W. Shattuck, Assistant professor of Mathematics and Instructor in Military Tactics; Edward Snyder, Assistant Professor of German and Book-keeping; J. Periam, Superintendent of Practical Agriculture; John A. Warder, Lecturer on Vegetable Physiology and Fruit Growing; Edward Eggleston, Lecturer on English Literature. Thus far the University has received only male students, but the propriety of opening its doors to both sexes is now agitated and will probably be settled at the next meeting of the trustees in March next.

Tuition to Illinois Students, \$15 00 per year.

Incidentals, \$2 50 per term of 12 weeks.

Room rent to those in the building, \$1 00 per term.

Board in the University Hall, \$3 50 per week.

Each county is entitled to one Scholarship, to be given to the best student as determined by a competitive examination. Many counties have also raised a fund for a Prize Scholarship to be bestowed as above. The second term of the year opened December 7th, 1868. The third begins March 15th, and closes June 1th, 1869.

OBITUARY.

Died, in the city of Bloomington, Ill., Jan. 6th, 1869, JOHN HENRY THOMPSON, aged 26 years.

Mr. Thompson was a graduate of the Normal University in the class of 1863. A faithful and assiduous student, he merited and received the respect of his instructors and fellow-pupils. Since his graduation he has taught in different parts of Illinois, and in Kansas. For several months he has been in declining health, but at last died, somewhat suddenly, at the residence of his father.

At a meeting of the students of the Normal University, Jan. 8th, the follow-

ing resolutions were presented by a committee previously appointed, and unanimously adopted:

Whereas, God, in his mysterious but all-wise Providence, has taken from our midst John H. Thompson, a graduate of this University, who died Jan. 6th, 1869, and

Whereas, From us, as fellow students and co-workers for the same great end, some expression of respect and esteem is due to the memory of the departed.

Resolved, That we deeply sympathize with the bereaved family in their severe affliction,—the loss of one who otherwise would have been the staff of declining age, and a protector to those of tender years; but rejoice that they mourn not as those who have no hope, but that, by a living faith in a dying Redeemer, they expect to meet those gone before in joy and peace around the throne of the Everlasting God.

Resolved, That we remember our friend as a faithful student, an earnest teacher, and a true christian; and, that in his death, we have lost one devoted to the cause of educational advancement, of truth, and of right.

Resolved, That we shall ever sacredly cherish for the deceased the memories of the past, hoping that when our life toil is done, our future shall be as bright as that which has dawned upon his immortal soul.

Resolved, That a copy of these resolutions be presented to the afflicted family, and be published in the "*Pantagraph*," "*The Schoolmaster*," and the "*Illinois Teacher*."

C. H. CRANDELL,	} Com.
I. F. KLECKNER,	
J. R. RICHARDSON,	
W. R. EDWARDS,	

Died, in Normal, on Friday, 15th inst. RALPH ALLEN, son of Dr. Richard and Betsey J. Edwards, aged 4 years.

Mr. and Mrs. Edwards and family, desire to express to their friends their heartfelt acknowledgment of the kind and cordial sympathy extended to them in their recent affliction. Nothing short of the Divine support affords such consolation for the loss of the child, who was the object of so many hopes, as the expression of the deep feeling manifested in this case. The memory of these kind offices will always remain to soften the anguish of this experience.

See our **CLUB RATES** in another column, and secure good reading at reduced rates.

NEW PUBLICATIONS.

We welcome to our table the *Western Monthly* just issued by REED & TUTTLE of Chicago. It is creditable in appearance, and contains a good variety of valuable and interesting matter. It deserves, and we trust, will receive a liberal support.

To the *Southern Illinois Journal of Education*, published semi-monthly at Cairo, by JOEL T. MORGAN, we extend a hearty welcome. The first number shows its appreciation of THE SCHOOLMASTER by imitating its appearance, and by the insertion of two articles from our columns, for one of which, however, no credit is given. This publication has a large and comparatively untried field. We wish for it the fullest success.

Of some of our numerous exchanges, new and old, we shall have something to say in our next issue.

STATE NORMAL UNIVERSITY.

To the Honorable Board of Education of the State of Illinois:

GENTLEMEN—On the 18th day of February, 1857, an act establishing the "State Normal University" in the State of Illinois, was signed by the Governor. For six years prior to that date, the subject had been agitated, and the public mind had been tending, little by little, towards the accomplishment of a fact so important to our educational progress.

HISTORY OF THE INSTITUTION.

By the above named act fourteen gentlemen therein named, together with the Superintendent of Instruction, *ex officio*, were appointed a body corporate and politic, to be styled the "Board of Education of the State of Illinois." This Board governs and controls the Normal University by any necessary regulations not in conflict with the constitution and laws of Illinois and of the United States. The members appointed in the act were C. B. Denio, Simeon Wright, Daniel Wilkins, C. E. Hovey, George P. Rex, Samuel W. Moulton, John Gillespie, George Bunsen, Wesley Sloan, Numan W. Edwards, John R. Eden, Flavel Moseley, William H. Wells, Albert R. Shannon, and the Superintendent of Public Instruction. They held their first meeting in Springfield on Tuesday, May 4th, 1857. Hon. N. W. Edwards was elected President. They at once entered upon the work for which they had been appointed. An agent was appointed to visit some of the locations in the State where it had been proposed to establish the University, and to receive proposals, in accordance with the provisions of the act, which required the building to be placed where the greatest inducements should be offered, provided the location should not be difficult of access, or otherwise objectionable. By far the most favorable offer was made by the county of McLean, the city of Bloomington, and individuals, citizens of the

county. Cash and land to the value of one hundred and forty-one thousand dollars were offered to secure the permanent location of the institution near Bloomington. Here, therefore, a site for the building was fixed upon, and the work was vigorously begun. The contract was made on the 19th of August, 1867. But the financial revulsion of that year soon came on. Individuals found it impossible to meet their engagements. Lands donated by the county could not be sold at anything like their appraised value. The necessary funds for carrying on the work could not be procured, and the enterprise was temporarily suspended. The suspension appears to have extended from the latter part of the year 1857 to the spring or summer of 1859. And the first use made of the building was on Friday, June 29th, 1860, when the assembly room was temporarily arranged for the commencement exercises of the first graduating class. On Monday, September 17, of the same year, the institution first took up its permanent abode in the new building, where it has ever since remained, probably the best housed of any Normal School on the continent.

During the years from August, 1857, to September, 1860, the most persistent and vigorous efforts were put forth by the friends of the school, members of the Board and others, to secure the completion of the building. Their labors in its behalf were beyond praise—they were deserving of universal admiration. And nothing short of such labors could have saved this building from the fate of so many State educational structures begun about the same time in the west, that stand forth to-day unfinished ruins, the abode of the owl and the bat, before they had even subserved any human purpose. And it will not be deemed invidious to notice as a pre-eminent man among these earnest laborers, Charles E. Hovey, the first Principal of the Institution.

Mr. Hovey was appointed to his office of Principal on the 23d of June, 1857, and in July issued circulars to the County Commissioners, announcing that the first session would open on the first Monday in October. In the meantime it was necessary, as the University building existed only in the plans of architect, to secure temporary accommodations for the school. For this purpose a room in Bloomington, known as Major's Hall, was rented and fitted up for the purpose, as well as circumstances would permit. The seats and desks ordered from Boston did not arrive until late in the term, and rough oaken benches were used at first in their stead. Of desks there seem to have been none. In this room, on the day aforesaid, the Normal School of the State of Illinois began its existence, with Charles E. Hovey and Ira Moore as a faculty, and six young men and thirteen young women as students. In the course of eight days, the number increased to forty-three, which was the maximum for the term. During the term Mr. Charlton T. Lewis was added to the corps of instructors. For short periods during the year, Miss B. M. Cowles and Mr. Chauncey Nye were also employed as teachers. The Primary Department of the Model School was also opened during the first

year, and placed under the charge of Miss Mary M. Brooks.

The session of 1858-9 opened in September, 1868, with the following faculty: Charles E. Hovey, Principal, and Instructor in Theory and Art of Teaching. Ira Moore, Instructor in Mathematics. Samuel Willard, Instructor in Language.

Edwin C. Hewett, Instructor in Reading and Geography.

C. M. Cady, Instructor in Vocal Music. E. R. Roe, Lecturer on Chemistry and Philosophy.

Miss F. A. Peterson, Assistant Pupil Teacher.

Miss Mary M. Brooks, Instructor in Model School.

The number of students during the first year, was 41 gentlemen, 57 ladies. Total 98.

The first class was graduated on the 29th of June, 1860, and consisted of six young men and four young ladies. The exercise, as already stated, took place in the assembly room of the new building.

The session of 1860-1 commenced with the following changes in the Board of Instruction: Leander H Potter* had been appointed in the place of Dr. Willard, Joseph A. Sewall was instructor in Natural Sciences, Miss Peterson was a full member of the faculty, J. H. Bryant was Instructor in drawing, and Irving Vescecius in Penmanship. The Model School was under the instruction of Oliver Libby, Joseph G. Howell, and Miss Fannie M. Washburn.

It was in the spring of 1861 that our country was startled by the boom of rebellious cannon at Sumter, and that the loyal masses of our people sprang to arms in defense of their assaulted nationality. Young men in pursuit of knowledge, have ever been distinguished by their sensitiveness to the appeals of patriotism. Nor did history fail, in this instance, to be true to her antecedents—All over the land the students were the first to rally under the old flag, and an army list became a feature in the annual catalogue of almost every institution of learning. Among these, the Normal University took a very prominent part.—Not only many of the students, but also five members of the Faculty, including the Principal, entered the army in the course of the spring and summer. One of the Illinois regiments, the 23d, organized just after the close of the annual session, elected the Principal as its colonel, and was known as the Normal regiment, and it was in this that most of the students enlisted. The exercises of the institution were carried on, however, though with many irregularities, until the regular closing of the school year, on Friday, the 3d of July, 1861, when the second class was graduated.

The events just alluded to greatly deranged the operations of the University. But the remaining forces were rallied, the places of the absent instructors were filled, some temporarily, and the fifth year began with the following faculty:

Perkins Bass, Esq., a member of the Board, Principal, (temporary) assisted by Messrs. E. C. Hewett and J. A. Sewall, in their respective departments; Mr. John Hull, in mathematics, and Mr. B. E.

* Began with the year '59-'60.

Messer, in vocal music; Miss Margaret E. Osband in grammar and rhetoric, and Miss Frances A. Peterson. The Model Department was under the charge of H. B. Norton, assisted by Misses Mary E. Baker and Marion Goodrich, who, resigning at the end of the first term, were succeeded by Mr. C. F. Childs and Miss Livonia E. Ketcham. During the second term Mr. Hull was succeeded by Richard Edwards. The session closed on Friday, June 29, 1862, when the third class was graduated. It numbered three young men and five young ladies. At this time Mr. Bass retired from the school by the termination of his engagement, and Miss Peterson by resignation.

The University entered upon its sixth year on the 8th of September, 1862, with Richard Edwards as Principal, Thomas Metcalf as instructor in mathematics, Albert Stetson as instructor in languages, the remaining members of the Faculty being as during the previous year, with the exceptions indicated above. The school had now fully recovered from its prostration on account of the war. The numbers in attendance far exceeded those of any previous time. But the upper classes, for obvious reasons, continued small. The year's session terminated on Friday, June 26, 1863, when the fourth class, consisting of three gentlemen and four ladies, was graduated. At the close of the year, Mr. Childs resigned his place in the Model to become Principal of the St. Louis High School. Miss Ketcham's situation also became vacant by her resignation.

The seventh year was entered upon Sept. 7, 1863, with no change in the faculty, excepting in the Model School. Mr. W. L. Pillsbury was appointed to succeed Mr. Childs, and Miss Marion Hammond to succeed Miss Ketcham, and Mr. L. B. Kellogg was, on account of the greatly increased numbers, appointed as an additional teacher. This increase was very marked in both the Normal and Model departments.

At the meeting of the Board held June 22, 1864, Miss M. E. Osband resigned her position, and after some delay, during which Miss F. L. D. Strong performed the duties, the permanent services of Miss Emaline Dryer were secured. She entered upon her work in January, 1865. In the same month, Mr. L. B. Kellogg, one of our graduates, and a teacher in the Model School, who had fully redeemed his pledge to teach in Illinois, was appointed Principal of the State Normal School in Kansas. Mr. Henry B. Norton, a previous graduate, was soon after appointed Associate Principal of the same school, and Mrs. J. E. H. Gorham, one of our pupils, but not a graduate, was selected for preceptress. These three have won an enviable reputation in that new and vigorous State, and the institution under their control has been very successful.

In the winter of 1861-5 the institution was relieved from the claims of several creditors, some of whom had procured from the courts a decree for selling the building and the other property belonging to the Board. There was also a mortgage upon the land whereon the building stands. But a release from this mort-

gage was procured in the autumn of 1864, and the Legislature of 1865, by an appropriation of \$31,214.91, paid all the claims against the Board.

This was a joyous consummation. These claims, which had been long due, had been a serious drawback upon the prosperity of the school. So long as they continued unpaid, there was a feeling of insecurity, that dampened the ardor of the most sanguine, and to some extent neutralized every effort for improvement and enlargement.

In the summer of 1865, Miss Marion Hammond resigned her situation as Principal of the Primary School, and Miss Edith T. Johnson entered upon the duties of the position in September of that year.

During the vacation in the summer of 1865, the outside of the building was painted, the tin of the roof fastened with screws, the chimneys repaired, and one rebuilt. The whole cost was \$1,328. 97.

In June 1865, the first class was graduated from the High School. It consisted of seven members—five gentlemen and two ladies.

On the 29th of October, 1866, a circular was issued by the President of the University to gentlemen of intelligence and influence in various parts of the State, making inquiries in regard to the influence of the institution, the success of its pupils as instructors, and the general estimate in which it was held by the people. Thirty-eight letters were received in response to this circular. They are published in the appendix to the Sixth Biennial Report of the Superintendent of Public Instruction. In the words of the Superintendent, these letters contain "a mass of testimony that must be regarded as in the highest degree gratifying to the friends of the University, and a satisfactory proof that it is achieving the ends for which it was established." He adds: "They are from every portion of the State, and reflect the unbiased opinions of their various writers, founded upon personal knowledge and observation. With a unanimity and emphasis that is certainly remarkable, they affirm the superior ability, skill, enthusiasm and success of the graduates of the Normal University."

Since the time of this correspondence the influence and power of the University have been greatly enlarged. Hundreds of young persons have gone out to reinforce those concerning whom this testimony was given, and to a recent repetition of the inquiry a still more emphatic and favorable response has been given.

Appropriations were made by the Legislature of 1867, for the following purposes: For ornamenting the grounds,.....\$3,000 For repairing the heating apparatus, 1,500 For the enlargement of Museum and salary of a Curator, annually,.....2,500

The Curator, as provided in the act, is to be appointed by the Board of Education, by and with the advice and consent of the Directors of the State Natural History Society. At a meeting of the Board, held March 26, 1867, Professor John W. Powell was elected Curator, and the election was approved by the Directors of the Natural History Society. Professor Powell has made one very suc-

cessful scientific expedition to the Rocky Mountains, and is now (Dec. 1868,) absent upon a second and longer one. He has also placed the Museum in an orderly and systematic condition.

In June, 1868, Miss Edith T. Johnson resigned her position as Principal of the Primary School, and Miss Lucia Kingsley was afterwards appointed to succeed her.

Professor E. C. Hewett having obtained permission from the Board to be absent during the year 1868-9, his place has been temporarily filled by the appointment of Mr. John W. Cook, a graduate of the University, and formerly Principal of the Grammar School.

For many years the children of the school district in which the Institution is situated, were taught in the Model School for a sum of money agreed upon. But by a vote of the Board, at its session in December, 1867, the connection of the District School of Normal with the University was discontinued. It closed with the year ending June, 1868. This separation has scarcely diminished the number of pupils in our Model School, with the exception of the Primary. The Model School is now abundantly large for its purpose, which is to furnish the Normal students an opportunity to observe good teaching, and to give them practice sufficient to secure them against failure in their own schools. Previous to the separation it had become unwieldy, and made too great a demand upon the time of the Normal students.

THE MODEL SCHOOL.

The Model School was established in order to render the professional instruction, imparted to students in the Normal, practical and effective. This is done by exhibiting to them the thorough and philosophical methods proper to be used in all grades of a public school; and also by requiring them to conduct classes, subject to the supervision and criticism of the Normal Faculty and the permanent instructors of the Model School. But in order to be successful, such a school must be well taught. The experimental teachers must do their work as well as it is usually done by veterans. This is not easy of achievement. Some have thought it impossible. But our school, conducted on this plan, has, after some little doubt on the part of the public, inspired such confidence that its rooms are crowded with pupils paying the usual tuition fees. This school not only supports itself, financially, but also puts a handsome bonus into the general treasury of the University. Indeed, for the last few years, it has been only by its help that the institution has paid its way.

The Model School is divided, at present, into three grades. The High School is on a level with the high schools of our largest cities. Every effort is made to enable it to do its work thoroughly and successfully. It furnishes an extended and thorough course in mathematics, the sciences and the Latin, Greek, German and French languages, and fits young men for the best colleges in the country, and for business. The Grammar School imparts a similar culture in what are called the common branches, and the intermediate and primary school, in the

elements of the same subjects. In all departments, it is the aim to use the most philosophical methods, and to adjust the work, in all the grades, to the mental and moral wants of the pupils.

PROGRESS IN RESPECT TO NUMBERS.

The progress of the institution in respect to numbers may be seen by inspecting the following table, showing the number of students in the Normal University for each year since its establishment:

Years.	In Normal.	In Model.	Total.
1857-58.....	98		98
1858-59—No catalogue printed.			
1859-60.....	122	41	163
1860-61.....	161	123	284
1861-62.....	152	133	285
1862-63.....	205	226	431
1863-64.....	304	279	583
1864-65.....	282	411	693
1865-66.....	270	502	772
1866-67.....	327	580	907
1867-68.....	413	630	1,043

Attendance upon the Normal Department during the autumn terms for seven years:

Autumn of 1862.....	138
" " 1863.....	250
" " 1864.....	235
" " 1865.....	188
" " 1866.....	
" " 1867.....	313
" " 1868.....	320

During the present term the following counties have been represented by the number of pupils set opposite them:

Adams.....2	Marshall.....5
Bond.....1	Mason.....4
Boone.....9	Massac.....1
Brown.....2	McHenry.....6
Carroll.....2	McLean.....53
Cass.....6	Menard.....3
Champaign.....8	Merced.....2
Christian.....1	Monroe.....1
Clark.....3	Morgan.....1
Coles.....3	Ogle.....6
Cook.....3	Peoria.....5
Crawford.....1	Perry.....1
DeKalb.....1	Piatt.....2
DeWitt.....6	Pike.....12
Douglas.....2	Pope.....1
DuPage.....1	Putnam.....8
Fulton.....2	Randolph.....2
Gallatin.....1	Richland.....1
Greene.....1	Rock Island.....3
Grundy.....3	Saline.....1
Hancock.....1	Sangamon.....4
Henry.....3	Shelby.....2
Iroquois.....1	Stark.....4
Jefferson.....1	St. Clair.....2
Kane.....1	Stephenson.....5
Kankakee.....2	Tazewell.....15
Knox.....2	Vermillion.....2
Lake.....2	Wabash.....2
LaSalle.....14	Washington.....4
Lee.....2	White.....1
Livingston.....4	Whiteside.....4
Logan.....11	Williamson.....1
Macon.....4	Winnebago.....4
Macoupin.....6	Woodford.....5
Madison.....2	From other States 10
Marion.....5	Unknown.....14

Total in Normal department, 320, (from 69 counties, from other States and unknown.) During the first year of the existence of the school, the ratio of students from McLean county to the whole number then present was a little more

than 30 per cent. Now it is 18 per cent. Total number of pupils in the Normal Department from the beginning, 1,700.

Every county in the State, with three exceptions, has at some time been represented.

PRESENT CONDITION AND PROSPECTS.

The University is now educating a larger number of teachers than have before been under tuition. The Model School is in a state of the highest efficiency. Indisputable evidence exists that the services of our students are valued by the people. One of these proofs is the constant increase in the number of our pupils. During the present year this has been more marked than in any previous year. At the September examinations, fifty applicants for admission were rejected, on account of a raising of the standard, most of whom, in previous years, would have been admitted. And yet the number in the Normal Department during the present term, exceeds by seven that of the highest corresponding previous term.

But we have a still more unerring proof of the same fact. By the Sixth Report of the Superintendent of Instruction, it appears that the average wages per month of male teachers, throughout the State, for the period covered by the Report, was \$38, and of female teachers \$24. In answer to a recent circular of the President of the University, the amounts of three hundred and seventy-one different salaries, paid to our graduates and students, have been returned. From these, —all that have been returned,—it appears that our young men get on an average \$74.00 per month,—nearly twice the general average of all male teachers, and our young ladies \$46.07, also nearly twice the general average of female teachers. It is undoubtedly true that since the collation of the facts in the Sixth Report, salaries have advanced in this State. But is it likely that they have advanced one hundred per cent.? If not, then the people of Illinois have, of their own free will, exhibited their confidence in the Normal University by paying a money premium on its wares. For there is no law, save that of supply and demand that compels our people to pay Normal students higher wages than are paid to others. And this consideration acquires double force when it is remembered that the very highest places are of necessity as yet out of the reach of most of our pupils. Only eight years have elapsed since the graduation of the first class. As things are usually measured, this is a period far too brief for reaching the top rounds of the professional ladder. And yet among the salaries reported are two of \$2,000, two of \$1,800, six of \$1,500, eleven of \$1,200, one of \$1,100 and seventeen of \$1,000.

Again, the same thing is indicated by another comparison. The average wages of such pupils as could be reported who had taught before attending the Normal and afterwards, were as follows;

BEFORE ATTENDING.

Young Ladies.....	\$28.00 per month.
Young men.....	11.68 per month.

AFTER ATTENDING.

Young Ladies.....	\$39.23 per month
Young Men.....	41.28 per month

Giving an increase in the case of young ladies of 40 per cent., and of the young men of 47 per cent., as a result of a limited Normal training. These reports were made concerning students who have returned to the school, and whose incomplete work did not enable them to attain the highest success. They will make a greater gain upon their former success and former salaries when they have completed their work in Normal.

It seems from these two comparisons that the young men have made greater gains in salary by their attendance upon the University than the young ladies.—This is easy of explanation. From 431 returns made by circulars, it appears that our young men remain with us on an average 4½ terms, and the young ladies 4¼ terms. This makes for the former an average of more than a year and a half, and for the latter of nearly a year and a half. Now, remembering that many of our students are teachers of experience before entering the Normal, it will be manifest to all that great benefit may be conferred upon them by instruction covering the length of time here indicated.—They come with a clear apprehension of their own wants, and are therefore prepared to use to the very best advantage the opportunities presented to them. Of those now in school, 47 per cent have had more or less experience as teachers. And at this time in the year, the per centage of experienced teachers among the pupils is the least. In the Spring term it is the largest. At that time the young men come in from their winter schools, and it usually happens that almost every member of the new class pays his way with money just earned in the school-room.

At present there are actually engaged in teaching, according to estimates based upon returns made to a recent circular, some 800 students and graduates of the Normal University. Five hundred and thirty-seven names have been returned in a period of less than ten days, and the probability is strong that this number does not reach much beyond one half of the actual count. Of our graduates, numbering ninety-nine, seventy-five are believed to be actually teaching now, and of the remaining twenty-four, almost every one has rendered the state a fair equivalent for the opportunities he has here enjoyed.

But the influence of the institution as a teaching force is by no means limited to the Normal Department. Many teachers go forth from the Model School. An investigation of the facts disclose the somewhat unexpected result that 25 per cent of the students of the High School, and 33½ per cent. of those in the Grammar School, engage in teaching.

The truth is that the teaching spirit has taken stronger hold on all our pupils in these later years than formerly. They have a high appreciation of the dignity and importance of the profession. Young men, able to take distinguished positions in any occupation, choose teaching, and enter upon it with enthusiasm. The feeling becomes contagious, and all experience it. Among other manifestations of it is this: I have received a number of applications already for permission to take classes next term. In the olden time it required

much urging and some more positive dealing to induce pupils to take classes at all.

Another circumstance may be mentioned as indication of the confidence of the public in the character of the Institution, and that is that the demand for our pupils and graduates for teachers is constantly on the increase. This year we have scarcely been able to supply a tenth part of the calls made upon us.

And I cannot refrain from reminding you, gentlemen, that all these evidences of success and all the powers of the Institution for good, may be at least doubled by some adequate provision for boarding and lodging the pupils. Only a bare allusion to this subject is deemed necessary here. A longer experience has only confirmed the opinions expressed in former reports, and to these, and the able report of the Preceptress, made to yourselves, you are respectfully referred.

In closing, allow me to express my profound sense of the eminently important and efficient services rendered to the Institution by the various members of your own body, from the beginning down to the present time. Without this support, the enterprise, on more than one critical occasion, must have languished and died. Whatever of success it has attained, whatever of vitality it possesses, whatever of power for good it yields, is largely due to the wisdom, the harmony, and the earnestness that have marked your deliberations, and the interest you have exhibited as private individuals.—Many eminent instances of this might be pointed out, but I content myself with this general declaration.

I subjoin the names of the members of the Faculty as now organized, and of the Board of Education from the beginning to the year 1868. For the latter list, I am indebted to the courtesy of Hon. N. Bateman.

FACULTY.

NORMAL DEPARTMENT.

Richard Edwards, President, Professor of Mental Science and Didactics.

John W. Cook, Professor of Geography and History.

Joseph A. Sewall, Professor of Natural Science.

Thomas Metcalf, Professor of Mathematics.

Albert Stetson, Professor of Language.
Miss Emaline Dryer, Preceptress and Instructress in Grammar and Drawing.

John W. Powell, Professor of Geology, and Curator of Museum.

MODEL DEPARTMENT.

William L. Pillsbury, Principal of High School.

Mrs. Martha D. L. Haynie, Instructress in the English and French Languages.

Joseph Carter, Principal of Grammar School.

Miss Lucia Kingsley, Principal of Intermediate and Primary School.

STATE BOARD OF EDUCATION.

1857—1858.

NAMES.	Appointed.	Length of Term.	Term Expires.
C. B. Denio,	Feb. 18, '57	6 years.	Feb. 1863.
S. W. Moulton,	" " "	" "	" "
A. R. Shannon,	" " "	" "	" "
Wesley Sloan,	" " "	" "	" "
Wm. H. Wells,	" " "	" "	" "

George Bunsen,	Feb. 18, '57	4 years.	Feb. 1861
J. J. Gillespie,	" " "	" "	" "
C. E. Hovey,	" " "	" "	" "
George P. Rex,	" " "	" "	" "
Daniel Wilkins,	" " "	" "	" "
John R. Edon,	" " "	2 years.	" 1859
N. W. Edwards,	" " "	" "	" "
Flavel Mosely,	" " "	" "	" "
Simcon Wright,	" " "	" "	" "

Wm. H. Powell, Superintendent Public Instruction and ex-officio Secretary, elected Nov. 1856.

1859—1860.

NAMES.	Appointed.	Length of Term.	Term Expires.
Perkins Bass	Feb. 18, '59	6 years.	Feb. 1865.
Joel S. Post	" " "	" "	" "
Wm. H. Powell,	" " "	" "	" "
*Simcon Wright,	" " "	" "	" "
†C. B. Denio,	Feb. 18, '57	4 years.	Feb. 1863.
S. W. Moulton,	" " "	" "	" "
A. R. Shannon,	" " "	" "	" "
Wesley Sloan,	" " "	" "	" "
Wm. H. Wells,	" " "	" "	" "
George Bunsen,	" " "	2 years.	Feb. 1861.
J. J. Gillespie,	" " "	" "	" "
Chas. E. Hovey,	" " "	" "	" "
Geo. P. Rex,	" " "	" "	" "
Daniel Wilkins,	" " "	" "	" "

Newton Bateman, Sup't Pub. Ins. and ex-officio Secretary, elected November, 1858.

* Re-appointed.

† Resigned in 1861.

1861—1862.

NAMES.	Appointed.	Length of Term.	Term Expires.
Thos. J. Pickett,	Feb. 14, '61	6 years.	Feb. 1867
Geo. P. Rex,	" " "	" "	" "
Calvin Goudy,	" " "	" "	" "
J. W. Sheahan,	" " "	" "	" "
W. H. Green,	" " "	" "	" "
Perkins Bass,	Feb. 18, '59	4 years.	Feb. 1865
Joel S. Post,	" " "	" "	" "
Wm. H. Powell,	" " "	" "	" "
Simcon Wright,	" " "	" "	" "
S. W. Moulton,	Feb. 18, '57	2 years.	Feb. 1863
A. R. Shannon,	" " "	" "	" "
Wesley Sloan,	" " "	" "	" "
Wm. H. Wells,	" " "	" "	" "
H. G. Reynolds,	" 14, '61	" "	" "

Newton Bateman, Sup't Pub. Ins. and ex-officio Secretary, re-elected November, 1860.

REMARKS:

Geo. P. Rex—Re-appointed.

J. W. Sheahan—Resigned in 1863.

Joel S. Post—Resigned in 1863.

H. G. Reynolds—Appointed *ad interim*. Vice Denio, resigned.

1863—1864.

NAMES.	Appointed.	Length of Term.	Term Expires.
*N. Bateman,	Feb. 14, '63	6 years.	Feb. 1869
†S. W. Moulton,	" " "	" "	" "
‡Wm. H. Wells,	" " "	" "	" "
Walter M. Hatch,	" " "	" "	" "
Henry Wing,	" " "	" "	" "
*Thos. J. Pickett,	Feb. 14, '61	4 years.	Feb. 1867
Geo. P. Rex,	" " "	" "	" "
Calvin Goudy,	" " "	" "	" "
Joseph Medill,	" " "	" "	" "
W. H. Green,	" " "	" "	" "
†J. W. Schweppe,	" " "	" "	" "
Perkins Bass,	Feb. 18, '59	2 years.	Feb. 1865
W. H. Powell,	" " "	" "	" "
Simcon Wright,	" " "	" "	" "

John P. Brooks, Sup't Pub. Ins. and ex-officio Secretary, elected November, 1862.

REMARKS:

* Re-elected Superintendent Public Instruction in 1864.

† Re-appointed.

‡ Left the State in 1865.

† *Ad interim*, vice Sheahan resigned.

† Vice J. S. Post resigned.

1865—1866.

NAMES.	Appointed.	Length of Term.	Term Expires.
T. J. Turner,	Feb. 6, '65	6 years.	Feb. 1871
B. G. Roots,	" " "	" "	" "
J. H. Foster,	" " "	" "	" "
C. P. Taggart,	" " "	" "	" "

†Walter L. Mayo,	" " "	4 years.	Feb. 1869
S. W. Moulton,	Feb. 14, '63	" "	" "
Wm. H. Wells,	" " "	" "	" "
W. M. Hatch,	" " "	" "	" "
Henry Wing,	" " "	" "	" "
†Kersey H. Fell,	Feb. 6, '65	2 years.	Feb. 1867
†T. R. Leal,	" " "	" "	" "
Geo. P. Rex,	Feb. 14, '61.	" "	" "
Calvin Goudy,	" " "	" "	" "
W. H. Green,	" " "	" "	" "

Newton Bateman, Sup't Public Instruction and Secretary, elected November, 1864.

REMARKS:

* Resigned in 1867.

† Vice Bateman elected Superintendent Public Instruction.

‡ Vice Medill resigned.

‡ Vice Pickett left the State.

1867—1868.

NAMES.	Appointed.	Length of Term.	Term Expires.
†Wm. H. Green,	Feb. 5, '67	6 years.	Feb. 1873
Calvin Goudy,	" " "	" "	" "
Jesse H. Moore,	" " "	" "	" "
†T. R. Leal,	" " "	" "	" "
Jesse W. Fell,	" " "	" "	" "
†Elias C. Dupuy,	" " "	4 years.	Feb. 1871
B. G. Roots,	Feb. 6, '65	" "	" "
J. H. Foster,	" " "	" "	" "
C. P. Taggart,	" " "	" "	" "
Walter L. Mayo,	" " "	2 years.	Feb. 1869
S. W. Moulton,	Feb. 13, '63	" "	" "
W. H. Wells,	" " "	" "	" "
W. M. Hatch,	" " "	" "	" "
Henry Wing,	" " "	" "	" "

Newton Bateman, Sup't Pub. Ins. and Sec'y, re-elected November, 1866.

REMARKS:

† Re-appointed.

‡ Vice-Turner resigned.

All of which is respectfully submitted.

RICHARD EDWARDS,
President S. N. U.

THE AMERICAN NATION.

BY H. W. BAKER.

About two hundred and fifty years ago, a solitary vessel was seen nearing the rocky coast of Massachusetts, on which she landed a hundred souls, poorly armed, scantily clothed, without provisions, without shelter, without means, weak and weary with their long journey, dependent on thirty savage tribes, with which they were surrounded. And lo! from so frail a bud, planted in so severe a clime, has sprung a flower of wondrous worth and beauty! From so feeble a beginning, surrounded by so many difficulties, has come forth this mighty American Nation! A little more than a hundred years ago, the United States contained only a million and a-half of colonists, subject to the British crown.

All the country west of the Alleghanies, now the heart of the republic, was set down on the maps as unknown. Ohio and Kentucky had not been penetrated even by the pale-faced hunter.

Oppressed by the mother country; ground down under the heel of tyranny; massacred by savage foes; suffering with cold and hunger; steadily these colonists increased in population and wealth. Forbearing in their complaints; moderate

in their demands; firm and unswerving in their resistance to wrong; never faltering in their love of liberty: they endured to the last point of human forbearance, the oppression heaped upon them by the British Parliament.

Having failed in every attempt to gain redress, there was but a single alternative left them, and it was promptly adopted. Animated by a patriotism no less pure than ardent; sustained by a spirit as fearless as it was just; they appealed to the Supreme Judge of the universe for the rectitude of their intentions, and put forth the solemn declaration that "These United Colonies are, and of right ought to be free and independent states." Thus, less than a hundred years ago, our republic, itself was born of the inspiration of liberty.

She entered the arena of nations to measure strength with one of the most powerful on the earth. In the life or death struggle which followed, she bore herself with a patient courage, which no danger or difficulties could appall, and with a patriotic devotion that challenged the admiration of the world, and finally led to the triumphant establishment of her independence, and gave her a territory whose features are the grandest on the face of the globe.

Her agricultural wealth is unsurpassed. She has a single valley that can feed all mankind; a climate that is greatly diversified; and a rich and fertile soil underlaid with every variety of minerals, from her gold mines, which furnish more than half the gold in the world; to her coal fields which cover an area of 250,000 square miles, each cubic mile of which, it is calculated will furnish a hundred millions of tons of coal annually for a thousand years.

She possesses five thousand miles of sea coast, with a hundred navigable rivers and the finest harbors on the globe.

Her commerce rivals the world! From a hundred different ports her steamships plough the waves, and her ten thousand sails whiten every sea, and bear the products of our soil and manufactories to every clime, and bring back wealth and luxury from all parts of the earth.

Her manufacturing facilities are immense. With 150,000 factories, she gives employment to 2,000,000 men and women, thus adding millions of dollars to the nation's wealth. Behold her in all her grandeur! With what strides has she advanced!

Forests have fallen; mines have opened; cities and towns have sprung up all over the land, thronged with life, while the in-

cessant hum of traffic and toil, is heard from ocean to ocean. Already she numbers, 40,000,000 of people, and in nineteen hundred, only thirty-two years from now, these will be increased to a hundred millions of intelligent freemen, for in point of education, her progress is equal to the demand.

To-day, she has 200,000 free schools and colleges, attended by 8,000,000, pupils, sustained by an army of 500,000 educators, imbued with the progressive spirit of the age.

Knowledge has been brought down from the summit of society, and spread over the plains, so that the poor can have no excuse for being ignorant.

Her moral and spiritual progress have been equally great.

Surely the stream of American history is flowing on to a glorious consummation. May we not hope that her glory will be undimmed, and her progress unstayed until her principles, working among the nations, shall have hastened on earth's millennial peace and prosperity.

RUINED LANDS.

B. C. ALLEN-SWORTH.

O give me the land where the ruins are spread,
And the living tread light o'er the hearts of the dead!

O give me the land where the battle's red blast,
Has flashed on the future the form of the past!
O give me the land that bath legends and lays
To tell of the memories of long vanished days!
O give me the land that bath story and song
To tell of the conflict of virtue with wrong!
Yes, give me a land with a grave in each spot,
Where the names of the buried shall ne'er be forgot!

Yes, give me the land of the wreck and the tomb!
There is grandeur in graves, there is glory in gloom.

For out of the gloom future brightness is born,
As after the night, looms the lustre of morn;
And the graves of the dead, with the grass overgrown,

May yet form the footstool of Liberty's throne;
And each single wreck in the war-path of night
May yet be a rock in the temple of Right!

THINK OF LIVING.

ESTHER M. SPRAGUE.

Read before the Illinois State Teachers' Association,
at Chicago, December 31st, 1868.

Most young persons have two points of attainment; the highest sphere of usefulness here and the richest rewards hereafter. But no youth, however gifted, with however much of genius he may have been endowed, or however much of persistency, which is better than genius, he may have, knows how to live. No accurate rules of action can be laid down for all to follow, as a wheel does a beaten track: still it seems to me the oldest and wisest

might with profit make suggestions drawn from their own ample observation and experience which would serve as general directions to many. Each must from necessity prove his own personality. There is work and striving and struggling for all the earnest souls—and the more vigorous one is, the more wholesome contention he makes, the less he takes for granted. There are dark and bitter disappointments and buffetings and grievous mistakes, which wound and blight and burn the soul, obscuring all the sweets of life. But anon the clouds are lifted, and true and beautiful and holy thoughts, borne into the heart by angels, come.—Such constitute the experiences of life.—Men master professions arts and sciences, and we admire them, and justly too, and wonder at them, and almost forget the gift in admiration of the giver. But how much more does he accomplish, who, out of all the discords of life, forms for himself a strong personality—a repose far above the vicissitudes of life or death.

Sometimes, aimless, careless lives seem really philosophical, and so they are: it emptiness or nothingness are happiness or prosperity. But such a life we know has not a single element of success about it; so we reason, that all opposite lines of action have; and we see most intelligent people seeking the *means* of progress: such as money, position, excellence.—With money one can bring around him many things which conduce to the cultivation of taste, and enlarge the field of observation and experience, and free himself from the thralldom of earning his daily bread. These lead to positions which develop the capacities, strengthen and encourage activity, and gives the soul a sort of emancipation. Not such an emancipation as one may secure by contracting his wants and necessities to mean dimensions: but by a liberal and wholesome gratification of them.

One need not, it seems to me, hesitate to offer himself for any desirable position. I approve of office-seekers. It is the duty of the ambitious to risk a petition. We despise a man who whines and pines a way his time waiting to be asked to make himself heard. The only possible danger that can arise from seeking advancement is that one may not have prepared himself worthily to fill the place. All should prepare for promotion by doing the work in hand perfectly, with all earnestness and enthusiasm. No work is menial unless done by menials.

There is a world of possibilities for a resolute heart.—We can do what we will, pretty much. We gain nothing by proclaiming our misfortunes.—The merchant does not do so, nor the defeated client.

Weakness, whether of mind or muscle, is not nor should not be taken as an excuse for failure. There is a call everywhere for health and strength and resolution to do the work of life. Envy and jealousy are consumers of ourselves—We shall never be greater or wiser by wishing others less so.

Confidence in ourselves wins the confidence of others; but there should be associated with it a courageous ambition and unflinching execution. Barnum was ruined financially, a few years ago, but he did not stay so, and his ingenuity and persistency awoke general admiration. Achilles and Agamemnon are necessary to lead to victory. *Labor is the key to success.*—It should not be all material, nor all intellectual, but combined may form the *grandest* example of human perfection; one which all the world-spirits hasten to serve and promote.

It is best to come to our work of life with positive good in our hearts.—With such a desire for nobleness, that it shall be a vast sentiment entirely occupying our hearts. There is need of a more general ambition for goodness. Away with forms and ceremonies. Let there be diligent search for simple truth. Let us get wisdom. We are commanded to be, not only as harmless as doves, but as wise as serpents.—It is better to *be* artful than to be the tool of the artful. The directest route is not always the nearest nor cheapest. We ascend mountains by winding ways.

We need not wait and wish for opportunities of doing great and good deeds. They are about us all the time. Often amid the most active life are shrines of devotion, high and sweet and true.

It is only in empty hearts that vice abounds. The frequenters of places of debauchery are the idle men and women whose homes are no sanctuaries, whose hands are unskilled. They seek everywhere with restless unhappiness, something *they* do not possess to fill their empty hearts. Mirthfulness is good, and happiness is sweet, but patient waiting and working is godliness. It surrounds with a halo its possessor—and warms the heart, and makes ready and willing the hand, and writes on the brow a promise of peace. Thankfully accept the assigned post. Esteem the good of the commonwealth of more importance than individual good.

It is the voice of God in every teacher who points out to a child some unmistakable good.

Life is short—Perfection far off. Let us study that FREE-WILL through which we create our own characters, through which

we become *really*, not nominally responsible beings, and are fitted to sustain, not physical, but moral relations to God and the Universe. Let us be diligent, earnest and encouraging, every moment of our lives. If we falter—if we doubt—

"A voice reproves us thereupon,
More sweet than Nature's when the drone
Of bees is sweetest, and more deep
Than when the rivers overleap
The shuddering pines and thunder on.

God's voice, not Nature's, Night and noon.
He sits upon the great white throne.
And listens for the creatures' praise.
What babble we of days and days?

The Day-Spring, He whose days go on.

He reigns above, He reigns alone;
Systems burn out and leave his throne;
Fair mists of seraphs melt and fall
Around Him, changeless amid all,
Ancient of days, whose days go on.

He reigns below, He reigns alone,
And having *life* in love foregone,
Beneath the crown of sovereign thorns,
He reigns, the jealous God. Who mourns
Or rules with Him, while days go on?

By anguish which made pale the sun,
I hear Him charge His saints that none,
Among His creatures anywhere,
Blasphe against Him with despair,
However darkly days go on.

Take from my head the thorn-wreath brown;
No mortal grief deserves that crown!
O, Supreme Love, chief misery,
The sharp regalia are for Thee,
Whose days eternally go on!

For us, whatever's undergone,
Thou knowest, wilt what is done;
Grief may be joy misunderstood—
Only the good discerns the good.
I trust Thee, while my days go on.

Whatever's lost, it first was won;
We will not struggle nor impugn.
Perhaps the cup was broken here,
That Heaven's new wine might show more clear.
I praise Thee, while my days go on.

I praise Thee, while my days go on;
I love Thee, while my days go on;
Through dark and dearth, through fire and frost,
With empty arms and treasure lost,
I thank Thee, while my days go on."

LITTLE SHOE IN THE CORNER.

BY JAMES RUSSELL LOWELL.

Yes, Faith is a goodly anchor,
When skies are sweet as a psalm,
At the bows it holds so stalwart
In bluff broad-shouldered calm.

And when, over breakers to leeward
The tattered surges are hurled,
It may keep our head to the tempest,
With its grip on the base of the world.

But after the shipwreck, tell me
What help in its iron thews,
Still true to the broken hawser.
Deep down among sea-weed and ooze.

In the breaking gulfs of sorrow,
When the helpless feet stretch out,
And find in the depths of darkness
No footing so solid as doubt.

Then better one star of memory,
One broken plank of the past,
That our human heart may cling to
Though hopeless of shore at last.

To the spirit its splendid conjectures,
To the flesh its sweet despair,
Its tears o'er the thin worn locket,
With its beauty of deathless hair.

Immortal? I feel it and know it;
Who doubts it of such as she?
But that is the pang's very secret—
Immortal away from me!

There is a narrow ridge in the graveyard
Would scarce stay a child in his race;
But to me and my thought it is wider
Than the star-sown vague of space.

Your logic, my friend, is perfect,
Your morals most dearly true,
But the earth that stops my darling's ears
Makes mine insensate too.

Console if you will; I can bear it;
'Tis a well-meant alms of breath;
But not all the preaching since Adam
Has made Death other than Death.

Communion in spirit! Forgive me,
But I who am earthly and weak,
Would give all my incomes from dreamland
For her rose-leaf palm on my cheek!

That little shoe in the corner
So worn and wrinkled and brown—
Its motionless hollow confutes you
And argues your wisdom down.

SCHOOL MANAGEMENT.

I may illustrate the appreciation which is prevailing among latter-day teachers, of the idea contained in the words "school management," by telling a story.

A farmer's boy was required, one pleasant spring day, to gather the stones which lay in a meadow and heap them in the corner of a lot. The stones were quite numerous, and the task was no small one, but the boy began his labor cheerfully; he knew there was reason for the clearing, and for a while he worked vigorously. But his back began to ache before long, and the merry shouts of some mates of his, who were playing not far off, began to annoy him. He was a Yankee boy, we may be sure, for his inventive brain soon devised a plan for saving labor and gaining time. He raised an old post in the corner in which his stone-heap was to be, and then left work and joined his friends. At a convenient moment, he threw a stone at a neighboring tree. "Who can beat that?" said he, as fortune favored him, and his stone struck the mark. Immediately the others were aiming and hurling stones at the tree. But stones were not plentiful. "Come," said the young Yankee, "there are lots of stones over in our meadow; let's go over there and fire at a mark." They were soon there; ammunition was abundant; the post in the corner was an inviting "mark," and by the time the boys had become wearied of this kind of sport, the work was done. The inventor then confessed his trick, and there needed but little urging to induce his friends to finish the "stent," and then all went off together to play at something else.

There are many points in this illustration which are worthy of study, and,

making it a kind of a text, we may notice that: 1st. There is *work* to be done in a school-room. Now, shall the teacher require of his scholars that they labor at the dull task of removing the stones to the pile, or shall he contrive some way whereby the labor shall be performed, yet be disguised as play? While the boy toiled slowly at his task alone, each stone grew heavier than the last, his back ached, and he thought more of that and of the distant shouts of his playmates, and of how to "shirk" the work, than of the improvement which he knew he was making and the pleasure he was giving to his father. But when his comrades were around him, and the stones were flying, he forgot the task in the sport; he worked harder than he would have done and accomplished more in a given time than he would have done alone, and there was *pleasure* in the business.

2d. The boys who came to fire at a "mark" could not have been persuaded, probably, to come to help their friend gather stones into a heap. They were *deceived*; they went *cheerfully* to work without suspecting it to be work, and all worked harder than they could have been induced to work if they had entered on it as a task.

3d. Similar deception is not only justifiable but expedient on the part of a teacher in his school. He can and he ought to remove from school-duties their character of dreary drudgery, to make study pleasant and attractive. He need not make the labor less; in fact he will find, most surely, that his scholars will do more and work longer when work is made play, than when work is left mere work; and he may so lighten the hours that they shall fly by pleasantly and profitably, both to himself and to them.

4th. When the farmer's boy *threw stones at a mark*, "for fun," he worked harder than he did before. Boys always run farther and faster when playing than they can be easily induced to run on an errand. The *motive* makes the difference. And, in another view, labor is lightened when amusement takes off the attention from the task, as such. Sailors work better at the capstan with a "Cheerily O!"—the heavy anchor comes up more easily and sooner, and the men sooner get at some other duties. Soldiers march better, and fight better, when they hear the music of their band. And it is so with the boys in school.—*Root on "School Amusements."*

CROWDED OUT.

Our report of the State Teachers Association, which will appear in our next.

We have in hand several excellent original articles which will appear soon.

Our subscription list is steadily and rapidly growing, but there is still room for more. Subscriptions received by the editor and the publisher.

Back numbers can be supplied for the present.

Our Subscribers whose term began with the January number, (1868,) of the Normal Index, are notified that their subscriptions expire with this number of the SCHOOLMASTER. The Publisher asks for a renewal of the subscription.

NEW BOOKS.

All publications intended for Review in these columns should be addressed to THE SCHOOLMASTER, Normal, Ill.

The Union Series of Readers and Spellers. BY G. W. SANDERS, A. M., AND J. N. McELLAGOTT, LL. D. New York: Ivison, Phinney, Blakeman & Co. Chicago: S. C. Griggs & Co. 1868.

The beneficial results arising from the vigorous competition of rival houses in the publication of school books must be obvious to every teacher who attempts to keep pace with the swift strides of modern improvement in this direction. The best skill of the printer, engraver and binder is now brought into requisition in aid of the compiler, and the dingy books which some of us remember to have come into the use and possession of with pride, must now retire in shame from the presence of their beautiful successors.

These remarks are suggested by a somewhat careful examination of the Union Series above mentioned. That which first strikes the eye of course is the clearness of the typography, the fine illustrations, the superior quality of the paper and the general superiority of the "make-up" of the books.

But our admiration does not end here. On careful examination the excellence of the system and arrangement at once become apparent. Each number of the series of ten books is seen to be admirably adapted to the special work for which it was intended. First, the "Pictorial Primer" charms the youngest pupil and while it charms, instructs. Next comes the "Primary Speller," like the Primer handsomely illustrated. The senseless *ba, be, bi*, and other meaningless combinations of the old-fashioned spellers are wisely omitted. The "Union Speller" with well arranged rules in Orthography and Orthoepey, and progressive exercises fully illustrating the principles involved, comes next in order. The standard of pronunciation and spelling is Webster's Quarto Dictionary.

The number of Readers in this series is six, of which the first three are illustrated. The selections seem to us eminently judicious, with much variety both in prose and verse. The higher readers are enriched with historical and biographical sketches and explanations upon literary, geographical and other topics, exceedingly valuable in themselves, and especially useful from the interest which they lend to the reading exercises, which they illustrate. Emphasis, inflections, articulation, elocution—everything which pertains to the subject seems to be supplied in due amount and suitable arrangement.

The Union Series culminates with the "Analysis of English Words," a book whose use should not be limited to the school room.

We are not surprised to learn that these books are rapidly gaining in circulation. This is certainly due to their intrinsic merits. It may however be mentioned incidentally, that the cost of the Union Series is surprisingly cheap, and a large reduction is made for introduction.

A New Elementary Course in the German Language. BY GABRIEL CAMPBELL, B. A. Boston: Wolworth, Ainsworth & Co., 1869.

It affords us great pleasure to call the attention of teachers to this excellent work. The author, an American, educated at the Michigan University and Normal school, has prepared a work which must commend itself to all practical teachers. Based upon a true philosophy, its method is without question the correct one. On many accounts an American who is thoroughly trained in the use of his mother tongue, and who has become practically familiar with a foreign language like the German, is far more likely to teach the latter successfully than a native German whose knowledge of English is frequently incorrect. We know that a contrary opinion commonly prevails, but it is in our judgment irrational and absurd.

Mr. Campbell's work is elementary and its method rests upon the affinity of German with English. We heartily recommend it to all instructors in language.

Manual Latin Grammar. BY WILLIAM F. ALLEN, A. M., Professor of Ancient Languages and History in the University of Wisconsin, and JOSEPH H. ALLEN, Cambridge, Mass. Boston: Published by Edwin Ginn, Woolworth, Ainsworth & Co., 1869.

We have examined this work with some care and are pleased to express our opinion of its great merits. It is in a high degree creditable to American scholarship. Simple in plan, unencumbered with the multiplicity of minute details which rendered the Latin Grammar of the olden time such a bugbear, it secures the end for which it was issued in a rational and common sense way. Beautifully printed on tinted paper, it is the very model of a text book, and deserves a large sale.

Elements of Chemistry and Electricity. BY W. J. ROLFE AND J. A. GILLET. Boston: Crosby and Ainsworth, 1868.

This volume of the Cambridge Course of Physics seems to us admirably adapted to the purpose for which it is published. The leading principles are developed in a manner highly to be commended for its simplicity and clearness. Facts

are first given as proved by experiment and the principles then deduced. Text-books upon these subjects have too frequently been cumbered with a multitude of facts which clog the memory and are like the *impedimenta* which do not facilitate but rather impede the march of an army. This error, our authors have aimed, and we think very successfully, to avoid.

The Handbook of Natural Philosophy and the Elements of Astronomy by the same Authors and Publishers exemplify the same merits as the work which we have already commended. That the older text books upon these subjects are sadly behind the times, no teacher familiar at the same time with them, and with the progress of modern discoveries can be ignorant. The same simplicity and clearness of statement which have already been commended characterize the *Natural Philosophy and Astronomy*. Every page bears evidence of careful elaboration and the tried hand of experienced teachers—not mere book-wrights—is everywhere seen. We are not surprised to learn that these works are meeting with a rapid sale. They deserve it.

The Art of English Composition. By HENRY N. DAY. Third Edition. New York: Charles Scribner & Co., 1868.

"Experience has decidedly proved that the study of Grammar, Composition and Rhetoric must regard the thought that is to be expressed in language as the ruling element in discourse, its organic, originating, and determining principle. The reversal of this, the putting forward of the word, of style, and making this the prominent and commanding object in the study, has caused the general failure in these branches of instruction." In the study of one's own tongue the commanding object is to learn not how to reduce the thought from the form of words in which it is embodied, but how to put the thought into language; and it is against nature to begin with the study of words, of style. For one who speaks English, to study the Grammar of the English language according to the method of our common systems of Grammar, is most unnatural."

The foregoing statements contained in the preface of the work under consideration we quote to commend most heartily. Such examination as we have been enabled to give of this work by Prof. Day has satisfied us of its superiority to most works upon the subject.

We are sure that the much detested task of composition writing would lose all its terrors if the method recommended by our author were pursued by a judi-

cious teacher. The arrangement is logical throughout. Even those teachers who find themselves unable to introduce into their schools this or any work upon the important subject of which it treats, will derive from it many useful suggestions for oral work.

Analysis of Civil Government. By CALVIN TOWNSEND, Esq. Ivison, Phinney, Blakeman & Co., New York, 1869.

A superior work, admirably adapted to the schoolroom, and not less suited to the use of such adult citizens as desire to understand with thoroughness the nature of our Constitution and the administration of our government. No work of the kind yet published is so well adapted to the end sought. Absolutely free from all political bias, this work should find its place in every household where are growing up the future citizens of our country. We have already suffered enough from the ignorance of our citizens of the first principles of republicanism. A book like this may save the nation.

First Lessons in Geometry, objectively presented and designed for the use of Primary Classes in Grammar Schools, Academics, etc. By BERNHARD MARKS, Principal of Lincoln School, San Francisco. New York: Ivison, Phinney, Blakeman & Co. Chicago: S. C. Griggs & Co. 1869.

President Hill of Harvard College maintains that a child seven years old may be taught Geometry more easily than one of fifteen. This is evidently the idea of our author, and he has prepared a work for the primary schools of great attractiveness.

From such examination of this work as we have been able to give, we feel well satisfied that a solid foundation for a knowledge of one of the most practically useful of sciences may, by its use, in the hands of a careful teacher, be securely laid; and further, that the work will prove no less delightful than useful. Some teachers, we are well aware, are strongly disinclined to tax the infantile mind with the labor of abstract thinking. But while we admit that the primary work of the instructor must for the most part have to do with the cultivation of the perceptive faculties, we can see no possible harm that can result from the attempt to awaken by geometrical processes the powers of reason.

We pronounce the work of Mr. Marks as on the whole a success, and recommend its introduction and use.

HOWARD GREELEY proposes to write, during the year 1869, an elementary work on Political Economy, wherein the policy of Protection to Home Industry will be explained and vindicated. This work will first be given to the public through successive issues of THE NEW YORK TRIBUNE, and will appear in all its editions—DAILY \$10; SEMI-WEEKLY, \$4; WEEKLY, \$2 per annum.

NEWSPAPER DIRECTORY.

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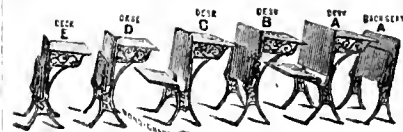
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In the School Room, by Jno. S. Hart, J. L. D., Principal of N. J. State Normal School, gives the experiences, incidents and results of a lifetime spent in teaching. The Editor of the "Illinois Teacher" says of this work:—"It is, in some respects, the best book upon the theory and practice of teaching yet published in this country." Price \$1.25, by mail, post-paid.

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The Schoolmaster.

NORMAL, ILL., FEBRUARY, 1869.

This periodical is published monthly at one DOLLAR per annum, in advance. Original contributions will be gladly received. Communications relating to the editorial management should be addressed to

ALBERT STETSON, EDITOR, NORMAL, ILL.

All other Communications to

JOHN HULL, PUBLISHER.

NORMAL, ILL.

PRINTED AT THE PANTAGRAPH BOOK AND JOB OFFICE,
Cor. Center & North Streets, Bloomington, Ill.

ILLINOIS STATE TEACHERS' ASSOCIATION.

FIFTEENTH ANNUAL MEETING.

On Tuesday morning, Dec. 29, a large number of teachers gathered from all parts of the state, convened at Rouse's Opera Hall, Peoria. Those who, like the writer, were punctual to the advertised hour of opening, found the Hall cold, unswept, buried in dust, and redolent of lager-bier and tobacco. It had been occupied for a German ball the night previous, and an odor not of sanctity hung round the assembly room for many hours.

"Like the vase in which roses have once been distilled;—

You may break, you may shatter the vase if you will,
But the scent of the roses will hang round it still."

It is not our present purpose to furnish an exhaustive report of the exercises of the occasion, but simply to record our impressions of the same.

After a long delay in part attributable to the detention of a rail road train containing the President and Secretary, the association was called to order by Prof. E. C. Hewett, Chairman of the Executive Committee, and Vice President W. S. Coy, of Bristol took the chair.

Prof. Geo. F. Root, of Chicago, conducted an exercise in music, very interesting and profitable to all present.—Prof. Root also appeared at a later hour on the same day, and then, although advertised to remain through the session, disappeared, for some reason unexplained to the Association.

After the transaction of some necessary business, Mr. J. B. Roberts, Sup't of Schools, Galesburg, was introduced, and read an Essay upon *Compulsory Attendance*. It was an able and ingenious plea upon the negative, but largely based upon exceptional circumstances. The essayist dwelt at length upon the practical difficulties in the way of the enforcement of a Compulsory Law. Granted: but what

subject connected with education is not begirt with difficulties? The doubt expressed as to whether public morality is really promoted by the general diffusion of knowledge, weakened the essay materially. Not one teacher present, we venture to affirm, not excepting the speaker himself, has any serious doubt upon the subject at all.

The afternoon session was opened by an admirable address from Dr. Gregory, President of the Association, upon the subject of *Culture*. The best and leading thought was this: The very center of true culture is in the ability to fasten the mind down to the severest task: not to know only, but to do.

A colloquial exercise in Botany, with an extemporized class, was conducted by Dr. J. A. Sewall, and was listened to with much interest.

Pres. R. Edwards, of the Normal University, read a paper in favor of the Co-education of the Sexes. After reviewing briefly the more common objections to the education of boys and girls in the same classes, the speaker proceeded in a very vigorous and convincing manner to present the affirmative of the question.—The absurdity of separating the sexes at precisely the period when the influence of each upon the other would be of the greatest mutual advantage, was clearly exhibited. The experiment is no new one. It has been fully and satisfactorily tried, and few indeed must be the teachers who have taught mixed schools with pupils of all ages, who would think of defending the old monastic system, now happily becoming obsolete.

Pres. O. S. Munsell, of the Wesleyan University, read a carefully prepared argument upon the Negative. Admitting at the outset that co-education was unobjectionable in common schools and Normal schools, the speaker could see naught but evil in the schoolroom association of young men and women "of an age to be admitted to the Sophomore classes in our colleges." Much was said of the inherent differences in the male and female mind, admitting which to the fullest extent, we failed to see why those whom God has placed together in the family, the church and society, should be separated just at the period when their association, under proper restrictions, furnishes the strongest safeguard to virtue, and the most powerful stimulus to manly and womanly excellence.

With this exercise closed the best half-day session of the Association.

In the evening a Sociable was held which was largely attended by the teachers and the citizens of Peoria. Many

pleasant acquaintanceships were formed. The exercises were enlivened with music by Prof. Root and others.

SECOND DAY.

The Association divided into three sections, which met in different places.—This was an experiment which may, we think, be regarded as fully successful.

HIGH SCHOOL SECTION.

An able paper was read by Prof. W. L. Pillsbury, of Normal, on the *Course of Study for a High School*; which was followed by a discussion of the same by Prof. H. L. Boltwood, of Princeton, and Prof. W. M. Baker, of the Industrial University. The latter did not "think the West capable of making classical scholars."

Prof. J. R. Jaques, of the Wesleyan University, read a paper upon *Methods of Teaching Language*, which was highly applauded.

Prof. Shurtleff, of the Cook Co. Normal School, spoke to the question, *What is the true relation of the High School to the School-System of the state?* clearly showing the value of the higher theoretical studies in intellectual culture.

GRAMMAR SCHOOL SECTION.

I. S. Baker, Principal of the Skinner School, Chicago, gave a carefully prepared plan of a course of study for Grammar and common Country schools.

E. C. Smith, of Dixon, and W. B. Powell, of Peru, discussed the above, agreeing substantially with Mr. Baker.

Rev. T. W. Hynes, Sup't Bond County, read a paper on the question, *What can be done to increase the efficiency of the District Schools?* His answer was, "Abolish the system altogether and introduce the township system instead." The display of ornament and school architecture should be secondary to good books, good teachers and necessary apparatus. Some of our Illinois school officers would do well to remember this. B. G. Roots, of Tamaroa, spoke of the need of ventilation in school buildings, and the necessity of good order, and a careful use of time by the teacher.

P. R. Walker, of Ogle County, spoke of public lectures and other outside instrumentalities for promoting an interest in Education.

PRIMARY SECTION.

Prof. Blackman, of Chicago, conducted an exercise in music. Miss R. E. Wallace, of Aurora, gave an Oral exercise in *Color* to a class of children, making use of colored blocks for illustration.

Miss Lizzie Leeper, of Decatur, read an Essay on *Methods of Teaching Oral Geogra-*

phy. The leading idea was, Begin at home and proceed from the known to the unknown.

Miss M. E. Hanford, of Aurora, gave an object lesson to teach the meaning of the word *opaque*.

Prof. S. H. White, of the Peoria Co. Normal School, introduced resolutions in favor of confining young children in school but three hours a day instead of six. Dr Gregory supported the resolution very earnestly. "Men cannot stand it to study six hours a day, how then can children?"

The question was further discussed by Prof's Pickard, of Chicago, Metcalf, of Normal, and Wentworth, of the Cook Co. Normal School.

The afternoon session general was opened by a lecture from Prof. J. D. Butler, of Madison, Wisconsin. Subject: *Gems from three Continents*. Prof. Butler, as a lecturer, is *sui generis*. Full of humor, quaint fancies, apt quotations and witty stories, he enchains the attention of his audience.

The Idea of a Graded School—How to realize it? This was the subject of a very elaborate essay by W. A. Jones, Sup't Schools, Aurora.

In the evening a Concert was given by about twenty boys from the Chicago Reform School. It was numerously attended and highly commended. Much surprise was expressed that boys so young should have attained such excellence in their musical execution.

THIRD DAY.

Dr. George Vasey, of Richview, gave a lecture upon the *Natural History of the Rocky Mountains*. The lecturer accompanied Prof. Powell, of the Normal University on his recent expedition, and was able to relate many interesting facts with respect to the topography and botany of a region hitherto unexplored. But why did the worthy Dr. countenance a silly affectation by speaking of the grizzly as standing on his hind *limbs*?

Mr. Wells, of Ogle county, offered the following:

Resolved, That we heartily commend the broad and liberal plan adopted by the Board of Trustees for the Illinois Industrial University as adapted not only to the great practical ends of the University, but as absolutely essential to the great educational uses indicated in the terms of the Congressional grant, the "liberal and practical education of the industrial classes in the various pursuits and professions in life."

The resolution was adopted.

Miss Esther M. Spragne, of Chicago, read an Essay recommending earnestness as the teacher's great need. This paper

was admirably read and listened to with much interest.

Mr. E. L. Wells, Sup't Ogle County, gave an interesting description of a recent *Visit to the Mammoth Cave*.

The afternoon session was opened by N. E. Worthington, Sup't Peoria County, on the subject of *County Normal Schools*. This was one of the most able and practical efforts of the whole session. It was neither crippled by verbosity, nor spoiled by a mumbling delivery. We would gladly make room for a full report of this very able and sensible address, if it were possible. The need of Normal schools was clearly shown and the inability of the Normal University to perform a tithe of this work that was required. The work must be done by County Normal Schools. The speaker "would in no wise weaken the noble State University. Let that be the grand fountain, and the County Normal Schools the little rills through which its influence should be felt."

Miss Mary R. Gorton read a thoughtful and carefully prepared Essay upon "*The Teacher's Aim*." The paper was high in tone, just in sentiment, and finely read.

The following officers were chosen for the ensuing year:

For President—George Howland, of Chicago.

Vice Presidents—1st, O. S. Wescott, Chicago; 2d, F. H. Hall, Aurora; 3d, John Phinney, Sterling; 4th, T. C. Swafford, Monmouth; 5th, Prof. George Churchill, Galesburg; 6th, Thomas S. Clark, Ottawa; 7th, O. F. McKim, Decatur; 8th, Wm. L. Pillsbury, Normal; 9th, L. Kingsbury, Havana; 10th, H. Higgins, Jacksonville; 11th, V. Wart, 12th, J. P. Slade, Belleville; 13th, E. P. Burlingham, Cairo.

At large—J. H. Blodgett, Rockford.

Secretary—M. R. Kelley, Morrison.

Treasurer—H. C. DeMotte, Bloomington. *Executive Committee*—S. M. Etter, Bloomington; W. A. Jones, Aurora; D. S. Wentworth, Blue Island.

It was voted to hold the next Annual Session at Cairo.

D. S. Wentworth, of Chicago, S. H. White, of Peoria, and J. H. Stetson, of Normal, were appointed a Committee to superintend the publication of the papers read before the Association at the present session.

The Treasurer, W. B. Powell of Peru, reported a balance on hand of \$159.45.

S. M. Etter, of Bloomington, in behalf of the Committee on Resolutions, presented the following report which was adopted:

Resolved, That this Association regard the work laid out for the Illinois Industrial University as being in full harmony with the purposes of educational labor; that they have the fullest confidence in its Regent, Dr. J. M. Gregory, as an educator whose long experience, learning, and high ability especially fit him to ear-

ry into successful operation this broad and liberal enterprise.

Resolved, That the changes in the school law recommended in the letter of Hon. Newton Bateman Superintendent of Public Instruction, to this body, are heartily approved; and the same are respectfully urged upon the attention of the next General Assembly. These changes are as follows: That a permissive or enabling act be passed authorizing Boards of Supervisors or County Courts to appropriate funds or levy taxes to establish and maintain County Normal Schools; that Directors be authorized to pay teachers monthly, and that the word "white" be stricken from the school law.

Resolved, That it is the deliberate opinion of the Association that the establishment of the National Department of Education was a wise and necessary measure of public policy, and that the premature abrogation of said Department, after the short and wholly insufficient trial of its power and usefulness, must and will be greatly deplored by every intelligent friend of education.

Resolved, That copies of the foregoing resolution be sent to our Senators and Representatives in Congress, with our earnest and respectful request that they use their influence to secure the renewal of the appropriation for said Department.

Resolved, That this Association take just pride in the Normal University of this State for the noble work it is doing in the training of teachers, and that they recognize and acknowledge the eminent services of its President and his coadjutors in the cause of popular education.

Resolved, That the Association return thanks to the Executive Committee for their services in preparing the excellent programme of this meeting, also that they return thanks to those persons who have presented addresses and papers, and to the officers of the Association.

Resolved, That the thanks of the Association are hereby tendered to the Council of the city of Peoria for the use of Rouse's Opera Hall, to the City Board of Education for the use of the school building, to Prof. A. J. Cole for the use of the hall of his Commercial University, to the local Committee of Arrangements, to the reporters of the press, to the hospitable people of Peoria, and to the officers of the several railroads for the liberal reduction in fares to the members of this Association.

Resolved, That in view of the alarming prevalence of juvenile depravity and crime, especially in the large cities and towns of our State, and the wholly inadequate means provided by law for the reclamation and reformation of young offenders, we respectfully urge upon the executive and legislative authorities the absolute necessity of putting into immediate operation the acts of the last General Assembly establishing a State Reform School.

A severe storm prevented a full attendance at the evening session.

Dr. Vasey gave a valuable lecture upon *Natural History in Schools*, which was followed by an unique lecture upon

Common Place Books, by Prof. J. D. Butler. Such a collection of poetical quotations, witty conceits, shrewd sayings and funny stories, strung like so many beads on the strong cord of common sense, we venture to affirm, was never brought together before.

The session of the Association thus concluded, is regarded as one of the most successful ever held in the State. If we may be allowed the criticism, too many of the exercises were *far too long*, and rendered the more tedious by the lack of a spirited delivery. The order during much of the session fell even below the Congressional standard, and that is saying a good deal. A want too, of punctuality and promptness seriously impaired the exercises.

The highest praise is certainly due to the good people of Peoria for their generous hospitality. The cordiality of their reception will not soon be forgotten by the gratified recipients.

KANSAS STATE NORMAL SCHOOL.

We are in receipt of the Emporia (Kansas,) News of January 1st, containing the highly valuable and interesting report of the Principal for the year 1868. The report, which is full and comprehensive, shows the institution to be in a flourishing condition.

The following is the record of pupils in attendance:

Graduates.....	4
Senior class.....	12
Middle class.....	16
Junior class.....	85
Preparatory class.....	21
Model class.....	15

Total number in school.....153

Of this number there were present—

Females.....	78
Males.....	75
Number pledged to become teachers in the State.....	113
Number of normal students who have taught in the public schools during the year.....	45

The Instructors for the year have been L. B. Kellogg, Principal; H. B. Norton, Associate Principal; Mrs. J. H. Gorham, and the first two graduates of the institution, Miss Ellen Plumb and Miss M. J. Watson.

The Executive Committee in their report accompanying that of the Principal speak of the institution as follows: "The order and working efficiency of the school are now as heretofore, all that we could expect or desire. The Teachers, one and all, have shown eminent fitness for the work confided to their charge. We fully believe that, in all the features

which constitute a truly efficient Educational Institution, the State Normal School of Kansas is unsurpassed by any of its class this side of the Mississippi."

The pride justly felt by the Normal University of Illinois in the success of her children justifies us in adding the following extract from one of the leading journals of Kansas:

"We are glad to see by the excellent report of Professor Kellogg in THE EMPORIA NEWS, that the State Normal School is in a highly prosperous condition. The school is admirably conducted and has been managed with marked ability and tact from the commencement. It is doing a most excellent work in preparing teachers for the grand mission of educating the youth of the State. It has able, practical educators to control and manage its affairs, and consequently when it goes to the Legislature for aid it always receives it without reserve or complaining. In common with other State institutions, we are sure the Legislature will this winter be liberal with the State Normal School."—*Lawrence Journal*.

Prof. Kellogg will be remembered by Normal students as a graduate in the class of 1864; Prof. Norton in the class of 1861; while the Preceptress, Mrs. Gorham, though not a graduate, was a much esteemed and highly successful student in 1865-66.

OUR NEXT NUMBER.

The *Schoolmaster* for March will contain a valuable paper, by Miss Mary R. Gorton, a graduate of the Normal University, in the class of 1867, now the accomplished Preceptress of the Cook County Normal School. This essay was read before the State Teachers' Association, at its recent session in Peoria, and was highly commended.

We are in receipt of a letter bearing date Jan. 27, from our esteemed correspondent with Prof. Powell's exploring expedition in the Rocky Mountains. Since going into winter quarters, our friend has written a series of letters for our columns, and only waits a sure chance to forward them.

The handsome style in which our paper is printed is highly commended. The praise is due to the *Pantograph Company*, of Bloomington. In their newly occupied and finely appointed establishment they are turning out a class of work of superior character. The *Daily Pantograph*, under its present able editorship, is greatly improved, and in sterling merit as a newspaper is second to no daily in the State out of Chicago.

See our **CLUB RATES** in another column, and secure good reading at reduced rates

TO NORMAL STUDENTS.

Our friends, the students of the Normal and Model schools, are reminded that ten years hence not one of them would part, *at any price*, with a well preserved file of *The Schoolmaster* during their term of attendance at the University. Subscription only one dollar. Please hand in your names to J. W. Smith, at the Stationery stand.

CASTLES IN THE AIR.

ALICE C. CHASE.

When at eve the sun is fading

From each hill and tree and plain,
And has flung his worn-out mantle
O'er the clouds that form his train,
I build them in this cloud-land—

They are gorgeous, fair and bright,
But they vanish in the coming
Of the chill unpyting night.

Then I build them when the sunlight
Is waking with the day,
And the heralds that before it

Come to usher in its way,
Flood the sky with tints and gleaming,
Shaping beauteous homes for me,
But when the full day cometh,
The visions break and flee.

Thus the bright and stately mansions,
That the throbbing young soul builds,
The pledge of fadeless glory

That the hopeful young life gilds,
Vanish as the morning cloud homes
From the sight, ah! far too soon.
When comes the toil and striving
And the light of life's full noon.

When the soul would turn from turmoil
To the happy homes of peace,
That dying hope would build it

Ere its life forever cease;
The night of sorrow cometh,
And its gloom the future shrouds,
And these dreams are lost in darkness,
Like earth's battlements of clouds.

THE PAST AND PRESENT OF AMERICA.

FROM THE OLEASTILLO.

To-day and yesterday, the realities of this, the memories of that: are we as Americans, to-day justified in congratulating ourselves on our position and prospects? or do the memories of by-gone ages fill us with sad forebodings? Let the present and the past be reviewed by us, and our position carefully inspected. It was the wish of Dr. Franklin, that he might be permitted to return to earth after being dead half a century: but would not the aged philosopher grow dizzy at the first sight of modern times, and at once long for his narrow house again? Would he not stand amazed at the first sight of the wild horse of his own catching, now working so quietly and tamely in Morse's harness? Would not his ghostly hair

stand on end, as the panting, shrieking monster—the locomotive—thundered past him? Would he not think the days of miracles had returned when he saw the ship of iron ploughing up the boiling deep? And yet, these are but a tithe of the strides in advance, taken by America since the worthy Doctor went to rest!

But yesterday, our flag flung to the breeze for the first time its red, white and blue. To-day the same flag is honored the world over, and no one is so rash as to dare offer it insult. But a few days have elapsed since the steady stroke of the iron piston was heard for the first time on the Hudson; to-day our steamships are in every harbor of the known world.

But yesterday, all the territory west of New York was a howling wilderness; to-day, it is fast becoming a blooming garden. But yesterday, the signal fire was the only way known of warning a nation against approaching danger; to-day, a single touch of the electric hammer in our capital, in an instant warns the nation of its danger, and calls a million men to arms. But yesterday, the horn of the stage-driver resounded from our hill-sides, and his conveyance made the quickest time then known; to-day, iron bands bind our land from the lakes to the gulf, and to-morrow will bind it from sea to sea, crossing and re-crossing each other like the threads of a spider's web; over which ceaselessly rush trains with hurricane swiftness, bearing millions of souls and innumerable stores of merchandise.

Our resources for fuel, yesterday seemed meagre; to-day, the hollow earth resounds with the pick of the miner, and we find ourselves possessed of coal enough to boil the Atlantic. And, not alone in a mechanical, but in a mental and moral view has America made these strides. The earnest thoughts of our learned men arouse the world, and our charitable and religious institutions are unequalled.

But to all this we have arisen suddenly—in a moment—compared with the history of other nations. "Rome was not built in a day," but rose slowly for a thousand years. Greece, Persia and Egypt came upon the stage in the same way, and these have all faded. Shall America fade? Shall America who has sprung into being, like a volcanic island amid the waste of ocean, soon run her course and sink in ruin? Shall America decline as she has risen, and with a mighty crash be closed over by the ocean of time? The question is before us. The problem is ours, and there can be but one answer. So long as America persists in the course of right; so long as her people realize the grand

truth that all in this world worth having is worth working for; so long as free men speak freely, the sentiments of honest, unbiased souls; so long as we remain true to our flag, our motto, and our God—so long shall America live and flourish. Truly we have won our position quickly; but we have won it by hard, untiring labor, and it is none the less firm for the rapidity of its growth. If guarded by our prayers; supported in the family, in the church, in the state, by the earnest faithful work of liberty-loving men and women, our nation shall forever stand as the beacon light of the world, and shall in God's own good time, fold all nations, kindreds and tribes under her starry banner.

WILL.

EMMA HOWARD.

"And the will therein lieth, which dieth not.

Man yieldeth himself not unto the angels, nor unto death utterly, save through the power of his own feeble will."

Wider than the world, firmer than the rock, more enduring than the hills, is the will of man. A power that sits enthroned in a few breasts, but lies in a sleep like that of death in most.

We who might, by the simple putting forth of this sublime power, stop the mad rush of our selfish, short sighted fellows, wasting their lives in the pursuit of something on their own level, heedless of the wealth of beauty, the transcendence of glory ready for those who will but raise themselves high, with calm and steadfast purpose, rush on with them or at best stand aloof watching, cynically feeling powerless to help them, even forgetting to help ourselves.

The sun, moon, and stars shine on us day by day, night by night, in patient pleading hope that the deep shadows of man's weakness and crime darkening this fair friendly Earth, will be dispelled by the strong bright light of purity.

Storm clouds lower in anger, and forceful impatient winds go rushing past with menace in their hoarse voices.

The infinite ocean groans restless, and troubled, and in deep sorrowful tones, sends to us expostulating words: "O sea of humanity, shallow, dark, moving hither and thither, do thou grow broad, and deep, and calm. In majesty rest fair and dazzling under the tenderly beaming sky. Bear grandly the burden of the world, do grandly the work of the world."

But we heed not what is spoken by any of these. Vaguely feeling, and deploring,

that our years are years of darkness and squandered forces; dimly discerning in the far off future the great ends which we may attain; with the deep slumber of our wills only partially broken, we yet turn weakly back to the same inane life.

We take no true aim, no clear sighted gaze beyond obstacles that must be overcome, into the bright land of victory beyond life's Golden Gate.

Some there have been, all through the ages, who, with invincible calmness, have stood on the clear heights of strength, and in the accomplishment of noble purposes have used their powers on the material around them, until their finished work stands a lasting monument while the world moves.

One there was, who, rejecting the world's honors with the majesty of right, and a mighty will, gave to the dwellers on earth glimpses of a life of love, and the realities of the Kingdom of Heaven, even though he knew he must, in consequence, drain the cup of suffering, to its very dregs.

Temptation took to herself her most bewildering form. Men used their worst power to silence his voice.

But divinely serene and strong, he did what his Father in Heaven had sent him to do. Then left he to mankind this radiant star of promise and guidance:

"If ye have faith, as a grain of mustard seed, ye shall say unto this mountain remove hence to yonder place: and it shall remove; and nothing shall be impossible unto you."

And still we stay in the twilight, vaporous valleys of weakness, when over the broad plateau of strength blow balmy airs, to prevent decay, and stimulate all the activities of life.

When iron is laid away, rust eats into its giant strength.

Unworn garments moulder to dust.—Quiet waters stagnate.

Then, O man! strive to learn the height, and length, and breadth, of your own capabilities—stand out under the vast dome of Heaven's love, and wield the great forces around you, using your limitless God-given power to raise yourself and your fellow out of the depths up to the broad, bright regions, where the rivers of life flow free and silvery, and the flowers of purity grow stately and fair, and the light of present achievements, and glorious possibilities irradiates the entire being.

There the soul, perfect in power, and eternal in beauty, may forever rest, not from labor, but in it.

Read THE SCHOOLMASTER'S Premium List.

THE SCHOOL-HOUSE OF THE OLDEN TIME.

Imagine on the village green,
Or some bleak spot beside the road,
Where not a friendly tree is seen,
To dull the keen Northwester's goad,
A little building bare and brown,
Whose roof old Time, the utilizer,
Has sown with moss, as though to crown
Efforts beneath to grow the wiser.
A dozen clapboards lacking nail
Discourse of ventilation well,
And thump with every wind a bass—
To the soprano of the sash,
Whose crippled panes proclaim the scars
Of wounds received in many wars
Waged by the boys with sticks and stones,
And no prudential
Consequential
Committee-man to set their bones.
The battered, ragged chimney top
Has been a target and a stop
For missiles for some seventy years,
And a grim witness, too, of tears,
When some successful urchin's whack,
Sent a brick thundering down the stack,
And called the irate master's frown
In anger with his ferule down.

Pass the low door, and make your bow—
Would that *that* rite were practiced now—
And take a seat to watch and see
The daily school economy.
Behold three tiers of desks arranged
Around the room, of form unchanged,
And stereotyped, the same as when
The first were built by Mayflower men:
Stiff, stark, and perpendicular,
By offsets rising from the floor;
Straight-lacked as any whaleman's pibble,
Or trooper, frozen in his saddle.
The seats in front 'neath teacher's eye
The younger urchins occupy,
Lifted so high above the floor
That honest sitting is a bore.
In truth, however good the will,
'Tis penance on them to keep still.
Though many is the thump they get,
And ears pulled, for not doing it,
The ceiling, dark with dust and years,
Sundry outlandish figures bears,
Done with a tallow candle's smoke,
Dotted with wads, like knots in oak.
The walls have furnished myriad pellets,
For ages shot by rogues as bullets.
From the high batteries carrying war
On unsuspecting heads below.
On the dimmed plaster that remains
You'll see amidst the apple stains,
Mid words of shame, full many a name
Long gone, and rarely known to fame,
Commingled with some love-sick verse.
In meaning poor, in lettering worse.
Each scarred and battered counter gives
Full proof of Jack and Barlow knives;
Where fly-traps, punches, holes combine
To blotch and rough the ancient pine.
The floor,—O tell it not in Gath!—
Precisely such a color hath
As wears the cornfield just outside,
Nor must I pass the fire-place, wide
Enough a half a cord to hold,
When wood brought not its weight in gold,
Whose fires in vain, like useless granites,
Fought Jack Frosts' lances through the crannies.

But, leaving this 'tis time, I ween,
To speak of words and deeds within.
Well, then, behind an ancient stand
A little raised, on either hand

Flanked by a ferule and a rod,
Sits the brief despot, on whose nod
Await reward and retribution,
Law-making and its execution,
No admiral on deck at sea,
More potent for the time than he,
Around that awful pivot, wheel
Doings from which there's no appeal.
"Silence!" he calls, and silence is;
A glance upon those tools of his
Makes it quite clear that moral suasion
Is not a partner in the question.
The classes by platoons outpour,
And toe the mark upon the floor;
Their bows and courtesies perform,
And then proceed the works to storm.
The strong-holds of the enemy—
Arithmetic, Geography—
The eldest strive to undermine,
And "fight all winter on that line!"
While little towheads stately
Charge a-b, abs, and a, b, c.
Some daring few, on progress bent,
Make *Grammar* an accomplishment.
But cautious here the learner goes,
For 'tis not much the teacher knows.
The great event of every day,
And best done, is the spelling fray,
Wherein mere justice prompts to tell,
Those old days did our own excel,
With memory strengthened bright and strong
On Webster's grindstone labored long,
Briskly the syllables combine,
And fly adown the lengthened line.

But sadder scenes my romping rhyme
Must mention, when from time to time
Offended justice, ne'er befogged,
Summoned a culprit to be flogged.
'Twas the belief of those old days
That Solomon knew what he says,
And guiltless was of lying.
When he prescribed for roguish son
The oil of birch—sprouts well laid on,
And no let-up for crying.
In full accord, the practice was
That punishment for broken laws
Should make the culprit truly grieve,
A thing *felt*—not a make believe.
I cannot say I am suspicious
That in the day of which I speak
All youngsters were innately vicious,
Or more disposed the laws to break.
But sure I am that rod and rule
Found victims more in every school.
On this most teachers thought together—
Hides must be tanned before they're leather:
So must the boy—deny who can?
Through course of sprouts become a man.
However this, my memory states
That daily some unfortunates,
Called into the area, won
The rogue's assured Catholicism.
On tender and on hardened palm
There fell alike the ferule's palm:
Varied at times by birchen twack
Around the legs or o'er the back,
Till bass or treble cries and calls
Woke all the spiders on the walls.
Nor was the case infrequent, when
A stout misdoer turned again,
And, with a sinewy arm and supple,
Seized his tormenter with a grapple
That brought no scientific strife,
But a stern struggle, as for life,
The boy, too, by gymnastic wit
Oft getting far the best of it.

We claim in these more favored days
That Learning owes us greater praise
For views enlarged and wider field,
Where riper fruits the mind may yield:

For teachers better taught to show
How best the intellect may grow;
For school-rooms nicely planned, and these
Aided by all the appliances
Of modern skill to help along
The growing mind with cheer and song.
Be it our aim to mitigate
What in the past was truly great:
Its feeble wisdom to respect;
Its faults and follies to correct,
And make so plain our benefits
That ne'er with truth fault-finding wits
Can our good school Committee tease
With—"Old times better were than these."
Faithful be they, whoever here
Lead the young mind from year to year
Remembering that no outward aid
Can the essentials supercede—
Hard study, drilling, application,
An earnest purpose, repetition,
Enthusiasm bright and long,
To lift the weak, confirm the strong.
And make the school a home to be
Of progress and morality.

Massachusetts Teacher.

THE DIGNITY OF THE TEACHER'S PROFESSION.

In the *Western Monthly* just established in Chicago, we find an excellent address, entitled *The Education of the Heart*, from the pen of *Hon. Schuyler Colfax*, Vice President elect of the United States. We present our readers the following extract:

"In all the realm of animated nature there is nothing so absolutely helpless as a child when it first opens its eyes upon the world. And yet there is nothing of vaster importance. The greatest works of art will perish. The cataract of Niagara will cease to flow. The proudest nation, whose conquering eagles have defied a continent, will pass away. But the sleeping infant, in its mother's arms, may, even in its brief span of earthly years, like MOSES, DAVID or PAUL; or HOMER, PLATO or DEMOSTHENES; or CESAR, WASHINGTON or LINCOLN; or ZENOBIA, JOAN OF ARC or FLORENCE NIGHTINGALE, so live that history shall never tire of the record of its deeds while time doth last or this earth of ours endure.

* * * * *

"Of all the earthly professions I know of none more honorable, more useful, wider reaching in its influence, than the profession of the teacher. If faithful in this vocation, they have a right to claim, as JOHN HOWARD did, that their monument should be a sun-dial, not ceasing to be useful even after death. They are to so fill the fountains of the minds committed to their charge, that from thence shall ever flow streams fertilizing and beneficent; and they are to be the exemplars for the young before them in healthful moral influence, which is the foundation of character.

"As no one is fit to be an officer in war who has not heroic blood in his veins, or to be an artist who has no æsthetic taste, or to be a poet who does not understand the power of rhythm or meter, or to be a historian or a statesman without a broad and comprehensive mind, so no one should be a teacher who has not a heart full of love for the profession, and an energy

and enthusiasm willing joyously to confront all its responsibilities. It requires great patience, untiring industry, abounding kindness, pure unselfishness, and fidelity to duty and principle. And when happily combined, success is absolutely assured.

"And first let me say, as children resemble their parents in feature, so will they resemble in character the teacher who trains their youthful years. If that teacher has an excess of the gall of bitterness instead of the milk of human kindness, its daily exhibition will assist in the development of the evil side of all who witness it. But if, on the contrary, he or she bring sunshine into the room when they enter—diffuses happiness, by genial conduct, on all around them—plays on the heart-strings of their pupils by the mystic power of love—the very atmosphere they thus create will be warm with affection and trusting confidence; and that better nature which is ever struggling in us for the mastery over evil, will be strengthened and developed into an activity which will give it healthful power for all after life.

"It is for this reason the teacher should ever be just what he would have his pupils become, that they may learn by the precept of *example*, as well as by the precept of *instruction*. He should find the way to the heart of every one within his circle, and lead him thereby into the walks of knowledge and virtue, not *driving* by will but *attracting* by love; and, if he searches faithfully, he will find the heart of the most wayward. It may be overlaid with temper, selfishness, even with wickedness; but it can be, it *must* be, reached and touched.

"The teacher, too, should be an exemplar in punctuality, order and discipline, for in all these his pupils will copy him. He can only *obtain* obedience by himself obeying the laws he is to enforce. A minister who does not practice what he preaches will find that his most earnest exhortations fall heedless on leaden ears; and children of both a smaller and larger growth quickly detect similar inconsistencies. Whoever would rightly guide youthful footsteps must lead correctly himself; and one of our humorous writers has compressed a whole volume into a sentence, when he says, 'To train up a child in the way he should go, *walk in it yourself*.'

"Finally, let the teacher, recognizing the true nobility and the far-reaching influence of his profession, stretching beyond mature years, or middle age, or even the last of earth, and beyond the stars to a deathless eternity, pursue his daily duties with ardor, with earnestness of purpose, with tireless energy. And let him feel that as a State is honored by its worthiest sons—as Kentucky enshrines the name of her CLAY, and Tennessee her JACKSON, and Massachusetts her ADAMS, WEBSTER and EVERETT, and Rhode Island her ROGER WILLIAMS, and Pennsylvania her FRANKLIN, and Illinois her LINCOLN, and New York and Virginia their scores of illustrious sons—so will his pupils rise up to honor him if he so trains them as to be worthy of their honor. Success *will* be his if he but deserves it. GOV. BORTWELL, who added to his fame as chief magistrate of Massachusetts by gracing for years the

superintendency of her unrivalled educational system, said truly and tersely, 'Those who succeed are the men who believe they can succeed; and those who fail are those to whom success would have been a surprise.'

DR. RICHARD EDWARDS.

Old Diogenes, searching the streets of Athens with a lighted candle, illuminated a truth of his own discovering, that *men* are a nation's rarest, as well as richest jewels, and of those that shine in the crown of the Republic, none have a more unvarying luster than the instructors of the young. Prominent on the roll of the great educators of the day stands the name of Richard Edwards, President of the Illinois State Normal University.

Mr. Edwards was born in Cardiganshire in Wales, December 23, 1822. In 1833 his parents came to America and settled in Northern Ohio, and here he remained until 1841. His early educational advantages were exceedingly limited, and at ten years of age he began to learn the language of his adopted country. At eighteen he became a carpenter and becoming rapidly proficient, was soon advanced to the responsible position of "boss." Applying himself with characteristic energy during the leisure hours of his vacation, he acquired, in a short time, the rudiments of an English education.

The Fall of the year 1843 saw him duly installed as Principal and Faculty of a small district school near his Ohio home,—a position for which he avows he was entirely unfitted. Salary, \$11 per month and "board around." The certificate which crowned him with the dignity of his new position is dated November 10th, 1843, and certifies to his ability to "teach Reading, Writing and Arithmetic, as the law requires; also Geography and English Grammar." In the teaching of the last two branches he seems to have been entirely unfettered by legal enactments.

Following his intense desire for an education and the advice of his friends, in the year 1844, he started for Massachusetts for the purpose of finding educational advantages not then enjoyed in Ohio. With a pocket full of thirty dollars, and a heart full of "pluck" he starts on his pilgrimage. Arriving at Cleveland, a terrible storm renders it impossible for him to get a boat, so he mounted that institution of the dark ages, ye!e!pt a stage coach, and made the long and tedious journey to Buffalo, just after the first boat that had dared the rough waters of the lake. Here embarking on a "Packet"

he braved the dangers of navigation on the Erie canal, and with failing purse and rising hopes moved slowly toward his destination. As may be supposed, the financial question caused him no little uneasiness. One day, in much tribulation, he sought a part of the boat, away from observation, as he supposed, to examine his depleted exchequer, when a chatty fellow passenger, perceiving his employment, called out, "Well, how does it hold out?" "Not very Well," was the reply. "It never does," responded he sagely. at last, reaching Albany, he was fortunate enough to find a man who wished a team driven to Westfield, and here taking a second-class car he finally reached Boston. Putting up at a third-class tavern, he called at once upon Samuel J. May, to whom he had letters. Mr. May gave him letters and called with him upon Mr. Tillinghast who was then Principal of the Bridgewater Normal School. Here, hearing of a school, he walked back to Boston, a distance of eighteen miles, settled his bill, left his trunk, and started on foot for Scituate, where there was a reported vacancy; he walked nine miles that night, and the next morning trudged on to Scituate. He stopped that night with a good old Baptist brother, who, perceiving his desire to get up in the world, assisted him by putting him in the attic to sleep. This was before the day of Ruttan; but time and the storms had done for this upper story in the way of ventilation what science does in the same line for our modern dwellings. A cold north-easter came up, the fine snow sifted through the crevices, while the winds howled dismally without. Hundreds of miles from home, with very little money and few friends, it is not strange that this night is remembered. Next day was town meeting. He called upon a Mr. Jewett, a school official, and from him received an appointment to a school at Hingham, some miles distant; at Mr. J.'s suggestion he started, still afoot, to apprise the other members of the Board, of his engagement. The night was dark and rainy; he stopped at a house, his appearance not improved by his pedestrianism, and asked to stay over night. "No, they had but one spare room, and Mr. Brown was coming over." Finally, in conversation, it came out that he had a letter from Mr. May. "What, from Samuel May?" said the old man, "wife, I guess Mr. Brown won't be over to-night, suppose we ask the young man to stop." Next morning he went to Hingham, and finally settled down to his work, with just 25 cents in his pocket! He taught here two winters, and worked and attended school the intervening summer at Bridge-

water. The next year he finished the course of study at Bridgewater. In the fall of 1846 he went to Waltham to teach. Dr. Hill, late President of Harvard College, was at this time Chairman of the School Committee. He taught there that winter, and in the following spring went to Troy, N. Y., and remained one year at the Rensselaer Institute. In the year 1848 he was employed as rodman on the Boston Water Works. Mr. Chesboro, now of Chicago, was then Superintendent.—*Apropos* of this, a few Sundays, since Mr. E. preached in Chicago, and on descending from the pulpit was met by Mr. Chesboro, with the remark that "the apprentice often gets above his master." Early in the same year he went to call on Mr. Tillinghast, Principal of the Bridgewater Normal School, and was by him employed as assistant teacher in the school, with a salary of \$300 per year. He remained here until 1853, his salary in the meantime advancing to \$700. Being a convert of the good old Bible doctrine that "it is not good for man to be alone," July 5th, 1849, he married Miss Betsy J. Sampson. In 1854 he was invited to the Principalship of the Boys' High School at Salem, with a salary of \$1,000. The following year he was invited by Dr. Sears to become the agent of the Massachusetts Board of Education, with a salary of \$1,200. In September, 1854, he was made temporary Principal of the Massachusetts State Normal School at Salem, and in the following year was permanently appointed with a salary of \$1,500. The success of Mr. Edwards excited the jealousy of the Principals of the graded schools in Essex county, who were generally college graduates. A combination was formed for the purpose of breaking down this enterprising Westerner. The contest was begun at the County Institute, under the guise of an attack on Normal Schools; it continued for about one year, and terminated in the complete victory of Mr. Edwards, public sentiment bringing in the verdict. In 1856 he was called to St. Louis—but did not come until a second call, made in 1857. To this he responded, and coming in the same year, he organized and started the St. Louis Normal school, with a salary of \$2,500 a year. Here he remained until the spring of 1862, in the fall of which year, he became Principal of the State Normal School of Illinois, whose building rises so majestically in our beautiful suburban village. It is a long way from that little district school in the woods of Northern Ohio, to the great University with its 600 students. But here he is in the vigor of a full grown manhood. The pleasant

face, the clear ringing voice, the intense enthusiasm, always at white heat—these are familiar to us all. As a Normal teacher he has few, if any, superiors in this country. A pupil can no more remain inert in his class than if he were in full connection with a galvanic battery, and the great excellence of his administration is that his pupils go forth *burning* for the work. As a public speaker he is singularly forcible and effective, being endowed by nature with a magnificent voice and marvelous fluency, and having a wide and comprehensive sweep of knowledge. He stands out boldly in the life of to-day, as a remarkable example of a self-made man. Intensely active, his reputation has become national; one month preaching the necessity of education to the frontier men of Kansas, he is found the next reiterating the same doctrine to the old dwellers of the East. With an extended influence which is daily widening, he sees in these years of the grand victories of great principles, the fulfillment of hopes of which he had hardly dared dream. Efforts have been made to secure him for other fields of labor, he having received from Senor Sarmiento, former Minister to this country, and now President of Buenos Ayres, an invitation to take charge of the schools in that Republic, but thanks to the enterprise of our State Board of Education, he has been retained in his present position. Long may he continue the head of the Illinois State Normal School.

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We are quite sure our readers, as well as the many warm admirers of our distinguished fellow citizen Dr. Edwards, will thank us for laying before them in this number the valuable contribution to biography contained in this sketch of Dr. Edwards. Their thanks are due to one of the Professors in the Normal University, whose intimate acquaintance with Mr. Edwards has enabled him to pen a most pleasing and instructive narrative, which will be every where read with great interest.—*Bloomington Leader*.

It affords us great pleasure to find place in our columns for the foregoing sketch, in the truthfulness of which our readers may rest assured.

Of the great results of the labors of Dr. Edwards in the educational field the public are rapidly becoming cognizant; though these results will not fully be understood until his useful career shall be ended. Far be the day!

Only those who, as students or collaborators in the work of Normal school instruction, have been inspired by the magnetic enthusiasm of their chief, are able now

fully to appreciate his life-long devotion to the duties for which Nature has so eminently fitted him.—*Ed.*

CORPORAL PUNISHMENT.

A resolution was recently introduced at a meeting of the Chicago Board of Education recommending that "no girls shall be subject to corporal punishment," that "corporal punishment shall not be inflicted upon boys under ten years of age," and that "in all cases" it shall be inflicted by the Principal of the school. The Committee on Rules and Regulations, to whom this resolution was referred, presented the following report:

"The subject of Corporal Punishment has long occupied attention of educators and philanthropists. It is, indeed, an 'ugly necessity,' and we admire the warm-hearted, manly feeling that shrinks from its execution and perpetration. Yet it stands not alone as one of the evils of an imperfect state of society. Our jails, prisons, penitentiaries, bridewells, and capital punishment, lead us to sigh for the early coming of that day when such restraints shall be no longer needed. If the maintenance of authority in our schools be a necessity, in some way this necessity must be met. Our rules only provide for corporal punishment as a last resort, never to be allowed until the catalogue of milder measures shall have been all exhausted. And when exhausted, where is the remedy? The cases are not infrequent where parents who confess themselves wholly unable to prevent viciousness and truancy in their own children, implore our teachers to exercise more than 'kind, firm and judicious' treatment towards those who are a sad rebuke to their own culpability in their early training, and urging those vigorous remedial measures, the absence of which led to the old-time scriptural caution of 'spare the rod and spoil the child.' The result of parental inability at home, combined with the abolition of corporal punishment at school, would drive many a bright intelligence into an idle, vicious and vagrant life, which, under proper restraint, would be an ornament to society; and many whose early steps could be directed rightly by a pure-minded, loving and conscientious teacher, without such restraint would be led to yield to the seductive influences of wicked associates, to find themselves, alas! too late, following in the paths of her whose steps lead down to hell. Indeed, the resort to this method of maintaining authority is becoming more and more infrequent, and its abuse exceedingly rare; and we believe with the School Committee of the City of Cambridge, that 'if the persistent agitation of the subject could be dispensed with, which we now defend upon similar grounds as a police regulation incident to the imperfection of society, it would gradually diminish and finally disappear before the onward march of that true philanthropy and moral principle which works by love.' Your Committee also believe that a regulating distinction be-

tween the sexes would be a measure neither correct in morals nor called for by any physiological requirements. Injurious corporal punishment should *never* be inflicted, while the exemption of girls and the punishment of boys for precisely the same petty offences would tend to confuse the minds of children in regard to moral distinctions, and would create a needless addition to the already difficult task of the primary teacher. These distinctions are not recognized in our schools: the pupils mingle together in the same rooms and the same classes. Human nature does not differ now materially from its development on that eventful morning when the fruit of that forbidden tree, whose mortal taste brought death into the world, nor is it likely to differ more or less, till that other eventful day proclaims that "time shall be no more;" and the discipline held over the one sex should be just as potent to restrain as that over the other.

Your Committee believe further that the exercise of needed discipline should be administered, except in extraordinary cases, at the hands of the teacher who is continually in contact with the offender, whose study has been, *or should have been*, to cultivate the acquaintance and habits of his or her charge so as to know what cords draw most closely and what influences most readily reach the heart.

Nor can your Committee concur in the propriety of excluding boys under ten years of age from such reasonable punishment as shall check evil practices. The boys of this age and generation mature early, and the seeds of vice and corrupt influences take deep root at an earlier age than is here indicated; hence we claim that the remedy should apply as soon as the evil demands it, and the boy who to-day enters upon his tenth birthday, the subject of discipline, will be quite likely, in after life, to remember the lessons of his early years and yield to their influence.

Your Committee therefore, for the foregoing reasons, and believing that the home-ungoverned ones, with the willful and the vicious, still require that the existing rule of this Board should be maintained for the healthful influence that it holds over such, and believing that our teachers will be fully governed by the recommendations of our Revised Course of Instruction, beg leave to dissent from the resolutions offered by the member of the Fifteenth Ward, and report adversely to their adoption."

ABOUT BLOOD.

Observe your mother when she is packing a trunk, and you will see that whatever she is most afraid may be spoiled, she is most careful to put in the middle, so that it may be least exposed to accidents. And this is what a kind Providence has done with the arteries, which have the utmost cause to dread accidents, while the veins, which are much better able to bear rough usage, are allowed to wander about freely just under the skin. But when the bones happen to take up a great deal of room, and come near the skin themselves, as is the case in the wrist, the artery is forced, whether he

likes it or not, to venture to the surface and then we are able to put our finger upon him. And there are others in the same sort of situation: the artery of the foot for instance.

You feel quite sure blood is red, do you not? Well, it is no more red than the water of a stream would be if you were to fill it with little red fishes. Suppose the fishes to be very, very small—as small as a grain of sand—and closely crowded together through the whole depth of the stream; the stream would look quite red, would it not? And this is the way in which blood looks red: only observe one thing: a grain of sand is a mountain in comparison with the little red fishes in the blood. If I were to tell you they measured about the three thousand two hundredth part of an inch in diameter you would not be much the wiser, so I prefer saying (by way of giving you a more striking idea of their minuteness) that there would be about a million in such a drop of blood as would hang on the point of a needle. I say so on the authority of a scientific Frenchman—M. Bouillet. Not that he ever counted them, as you may suppose, any more than I have done; but this is as near an approach as can be made by calculation to the size of those fabulous blood fishes, which are the three thousand two hundredth part of an inch in diameter.—*Jean Mace.*

A PROFESSIONAL EDUCATION FOR TEACHERS.

TESTIMONY OF WISCONSIN AND ILLINOIS.

Six hundred thousand dollars in cash, and four hundred thousand acres of good land, all amounting in value to one and a half million dollars, set apart exclusively for the support of normal schools, is the testimony which Wisconsin bears to the importance of a professional education for teachers. To the eloquence of money, let us add that of the Hon. John J. Mc-Mynn, one of the strong men of Wisconsin in educational matters: "To furnish school houses, and to pay persons as teachers who are unfitted for the business, is a prodigality toward which no sane man can remain indifferent. We can not have good teachers unless we educate them. If we are to have state schools for the education of our children, we must also provide state schools for the education of their teachers. I would use one-half of the income of our common school fund to educate teachers, if it were necessary, feeling sure that the other half paid to qualified teachers would produce better results than the whole would, if paid to those unfitted for the business of teaching. There is, in my opinion, no expense that can be incurred for the support of good normal schools, that is not justified by the requirements of the public good in these Western states."

Wisconsin as a state is twenty years old. This is her record: five normal schools already located, each having buildings and grounds valued at \$50,000, a million and a half as a perpetual fund, and a favorable public sentiment, all on this single feature of her educational system.

But what says Illinois? Is it worth while for the state to undertake the education of her teachers? Eleven years ago the commonwealth responded *yes*, and commenced making bricks for a new house upon the open prairie two miles north of Bloomington, and teaching a school of forty pupils in a dingy room over a grocery in the city. The "yes" which Illinois there pronounced culminated in the central institution of which the whole West is justly proud.

Seen from Kansas, the Normal University of Illinois, echoing to the tread of hundreds of students, stretching out its lines of influence to the remotest corners of the state, receiving the most honored representatives of the nation's learning, adding of its own members to the National Congress, to the daily press, city and country superintendency, and, more than all else, adding its host to the great army of common-school teachers, possesses a grandeur that well nigh forbids the use of words to express its degree.

Two hundred and fifty thousand dollars is the money value of the building and grounds belonging to the Normal University, and \$17,000 is the annual expense of its maintenance. But who shall estimate its real value to the State? And who shall declare what the returns are for each year's expenditure?

The opinion of President Edwards, respecting the usefulness of teachers' colleges shall close the testimony of Illinois: "The normal school is pre-eminently a democratic institution. The good it does is diffused throughout the common schools taught by its graduates and pupils to the remotest nooks of the State. From it every man, high or low, rich or poor, may reasonably expect some direct personal benefit. Give it a fair opportunity, and it will improve the instruction imparted to every child in the commonwealth. I believe, that in this particular, the normal school excels every other institution of learning. All learning has in it a strong element of popular usefulness; but the culture imparted here goes direct to the common people, without loss, leakage, or waste. Of every student here it is required that he become a teacher.—He is, as it were, under bonds to impart at once what he has learned. I therefore know of no more legitimate expenditure that a state can make in the interest of the masses of the people."—*Kansas Educational Journal.*

ENGLISH SCHOOLS.

The Commission of Inquiry into the English schools give some reports of examinations that are ludicrous indeed. A class in Geography in an "Upper Class" girls' school were examined upon their half-year's work upon the United States, Scotland and Ireland. We subjoin some of the answers. Normal teachers, read and take courage:

"United States is remarkable for its ruins. Each State manages its own affairs; has a Consul-General appointed by the people, and a Governor by the Queen. Each State has a King chosen by the

people, and by a House of Lords and Commons."

"The capital of the United States is Mexican. It is governed by a queen, a council, and two representatives. It is very subject to earthquakes, and all the houses are built low in consequence."

"The population of Scotland is 2,300,000 square miles."

"The religion of Scotland is Protestant, and the people are Catholics."

"One-quarter of the inhabitants of the globe live in Scotland. Oats are the favorite food of the people."

"The climate of Scotland is in a very thriving condition."

"Ireland is nice and clean in some places, and dirty in others. It exports tallow candles and cork."

"Ireland is flat; the occupation of the people is to dig potatoes. Its ports are Aberdeen and Dundee, and it exports fish."

In a boy's school a hopeful youth of eleven years, in writing his "dictation exercise" showed his originality as a speller in this wise:

"The Arabs have all been wondering tribes, and have dell in tenests amid the trackls dersts which cover a large porteon of their contry. There erly history is very imperfectly knon. The first event that is wort recording was the birt of Mahomet. This took place at Meece a sati on the border of the red sea in the year 570 of the Cinatian era. Till the age of tewlve Mahomet was a Coaml drive in the dester. He after was spent much of his time in Solude. His dwelling was a losome cave weri he pretened to be employed in pray and mtation. When he was forter yeary old he set up for a prothp."

THE REWARDS OF THE TEACHER.

THE SHADY SIDE.

In another column we quote a high eulogium upon The Teacher's Profession, by Schnyler Colfax, and this we do the more gladly since successful politicians are too often wont to regard with contempt, or utter indifference, rather than honor, the claims of the humble and unobserved workers upon whose faithful labors the Commonwealth depends for its existence and perpetuity. Perhaps it is no more than fair to publish, in connection with the article referred to, the comments thereon by the Editor of our interesting and valuable exchange, *The Chicagoan*.—To the following remarks of our spirited contemporary we are compelled to exclaim, (as who that is acquainted with the facts in the case is not?)—"Too true! Too true!"

"Now, this is all very fine, and perhaps in the abstract true. But if we look at the veritable relation of our teachers to society, we find that they occupy a very subordinate position. The teacher is, for the most part, simply a servant, who, in a social point of view, stands next above the family nurse. The great body of our teachers are almost shut out from "society." The groom who drives Madam out for a ride, and sits on the top of the carriage waiting for her to come out of the theater or the church, is neatly dressed; but the humble teacher who helps Edgar through his Algebra and his Greek, wears a threadbare coat all his life. He has spent the years of early manhood in study. He can tell Edgar all about MOSES, DAVID, PAUL, HOMER, PLATO, DEMOSTHENES, CÆSAR, HERACLITUS and CICERO; and can even inspire him with admiration for the songs of SOLOMON. Yet, with all his learning and his faithfulness in the most honorable of earthly professions, he is always out at the elbows, and is not half as well fed or paid as Madam's milliner. If he happens to be a professor in a college, his prospects are a little brighter, but even then, unless he acquire fame in some other walk besides that of teaching, his reward is usually that good old cheap affair that any body can throw in his face—the reward of well-doing.

"Take the teachers of our public schools in this city, for example: As a class they are not clothed in purple and fine linen, and are seldom seen in "society," though a more laborious, deserving class of workers is seldom to be found. Coming to the "rewards," what have they beyond their meager pay? What teacher ever worked hard enough, in this noble enterprise, to have a school-house named after him or her? Is there a street in Chicago named in honor of any of the worthy teachers who have for thirty years been laboring, with might and main, in this noble profession? Is there a statue, or even a bust of any of these noble teachers to be found in our library or in any of our public buildings or school houses? Mr. COLFAX's address shows how much easier it was for him to remember Mr. BOTTWELL, the Governor of Massachusetts, than to even mention HORACE MANN or MARK HOPKINS, eminent Teachers of that Commonwealth.

"The fact is, the nobility of teaching is a good subject for declamation; but let no young man or woman be deceived thereby. However noble it may be intrinsically, it is practically the most laborious and thankless of all professions, and is not as apt to lead to wealth, or what the world calls honor, or even to "society," as the business of selling peanuts or popcorn."

College learning is much like snow, and the more a man has of it the less can the soil produce. It is not till practical life melts it that the ground yields anything. Men get over it quicker in some kinds of business than in others. The college sticks longest on ministers and schoolmasters; next to lawyers; not much to doctors; and none at all to merchants and gentlemen. *Bocher's Newwood*.

CHANGES IN CLASSIFICATION.—If you enter a school which has been classified by a predecessor, it will usually be best to adopt his classification at first. This will be specially expedient if the predecessor was popular and highly esteemed. To set aside at once the plans of such a man would be to run the risk of offending the numerous friends he leaves behind.—The teacher needs all the support he can possibly secure, and he should not unnecessarily alienate any class of persons. Indeed, most of the changes made in school should be made gradually. As a general rule, sudden revolutions should be avoided. If there is a custom or usage that is working a moral wrong in school, such custom or usage can not be too suddenly displaced, and a better established in its stead. But in reference to a mere matter of adjusting the exercises to meet the convenience of teacher and pupils, it is usually better not to shock the preconceived notions of pupils by sudden and sweeping changes. Such changes can only be justified, usually, in the eyes of pupils, by sudden and great benefits as a result, and these can not always be promised with certainty.—*Pres. R. Edwards*.

EXERCISE.—An hour a day of judicious exercise, which had better be for fun than for money, will keep any body, of fair constitution, who eats and drinks with discretion, sleeps regularly, laughs well, and is careful what he breathes, in good working order. Every hour more than this spent in hand work, is so much time lost for better things. Labor is not exercise. To be sure, a young man can not read and write fourteen hours a day; but when he cannot be studying books he can be catching butterflies, hunting for flowers and stones, experimenting in a chemical laboratory, practising mechanical drawing, sharpening his wits in converse with bright associates, or learning manners in ladies' society. Any of these occupations is much better for him than digging potatoes, sawing wood, laying brick, or setting type.—*Atlantic Monthly for February*.

AN ACUTE REPLY.—Those who are fond of logical entanglements, and can appreciate their felicitous unravelment, will be pleased at a trait recorded in proof of the acuteness of old Mendelssohn, the philosopher, as the father of the great composer was called. In his presence some young sophist propounded this paradox: "If the saying that there is no rule without exception be true, how fares it with the truth of that maxim itself?" Mendelssohn's way out of the dilemma was that, in the case in point, the rule was its own exception. It takes some time to see it when you are not accustomed to dialectics; but the answer is perfect.

It is hard to acquire knowledge, harder to retain it, still more difficult to put it into practice, and hardest of all, not to be proud of it.—*Crates*.

Reading maketh a full man, conference a ready man, writing an exact man.—*Bacon*.

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NEW EXCHANGES.

We welcome *The California Teacher*, *New York Journal of Education*, *The Educational Monthly*, and *The Iowa School Journal* to our already large list of educational exchanges.

NEW BOOKS.

All publications intended for review in these columns should be addressed to **THE SCHOOLMASTER, Normal, Ill.**

A Personal History of Ulysses S. Grant, by ALBERT D. RICHARDSON. Hartford, Conn. American Publishing Company. Chicago—G. & C. W. Sherwood.

Nine years ago the hero of this well-told tale held a subordinate position in a Galena leather store, with a salary of six hundred dollars a year, upon which he vainly essayed to support himself and family. An old neighbor says "He wore a blue overcoat and old slouched hat, and looked like a private soldier. He had not more than three intimates in the whole town." In a few days after this reaches the eyes of our readers, the same man, strong in the confidence of this vast nation, will assume the weighty responsibilities of its Chief Magistrate. In 1860, insignificant and unknown; in 1869, the grandest figure on the stage of modern history! Such a career is truly marvellous,—nay, miraculous. Mr. Richardson, a trained reporter of the press, knows how to write a book that the people generally care to read and enjoy reading. We have not found a dull or pointless paragraph in the book. The work bears the marks of conscientious labor in the preparation. It is no ephemeral campaign document, fit only to perish when the occasion that called it forth, but a biography of sterling value. We commend it to young

men of all parties, and to readers of every grade. The time spent in its perusal will be well invested.

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Northwest. The connection and correspondence of these houses, with teachers and educational men, had become so heavy and intimate that it was deemed expedient to transfer that portion of it with States and Territories west of Ohio and south as far as New Orleans, to Chicago, and now backed up by an ample capital we shall have in Chicago a representation of school book publishing business equal to any in the country. The accommodations at 111 State street embrace several new and pleasant features, among which is a spacious room for teachers and educational people to meet in. This room is handsomely carpeted, elegantly furnished with desks, chairs, tables, lounges, and the current newspapers, and we doubt not will become a place of resort for all book men in the West, as similar accommodations at Tickner & Fields, Boston, are thronged by the literary characters of the East.

A. S. Barnes & Co. will be represented here by Mr. C. J. Barnes, one of their number, now a resident of Chicago, already well and favorably known through the Northwest. Col. E. B. Gray, who has been connected with the agency of A. S. Barnes & Co. for several years, continues as general agent and correspondent, taking particular charge of the State of Illinois. Woolworth, Ainsworth & Co. will be represented by Mr. W. M. Scribner, one of our oldest citizens, who, with his famous system of "P. D. & S. Penmanship," so long used in our public schools, has done so much to raise the standard of youthful penmanship here, and throughout the country; also by Mr. Ginn, who will have the care of scientific and classical works.

We welcome this new interest not only as renewed evidence of the growth of Chicago, but as an assurance that mental and educational facilities keep pace with our material prosperity.—*Chicago Post*.

The attention of teachers, book dealers, and others, is called to the advertisement of Hadley, Hill & Company. This new book house is located at 41 Madison street, Chicago. H. & S. S. Hadley, members of this firm, have long been known as the Western Agents of Charles Scribner & Co., New York. They have entered into partnership with Mr. T. C. Hill, a man well-known in the business circles of Chicago. It is with pleasure we commend this house and the books represented by it. Teachers desiring new books should send for the catalogues of the publishing houses named in the following

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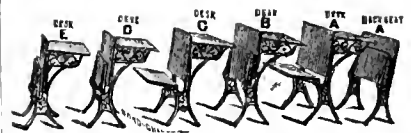
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And strap ye urchins well.

II.

For as 'tis meet to soake ye feete,
Ye ailing head to mende,
Ye younker's pate to stimulate,
He beats ye other end!

III.

Right lordlie is ye Pedagogua
As any tarbanel Turke;
For well to rule ye District Schoole,
It is no idle worke.

IV.

For oft Rebellion larketh there
In brenste of secret foes,
Of malice fulle, in waite to pulle
Ye Pedagogue his nose!

V.

Sometimes he heares with trembling feares,
Of ye ungodlie rogue,
On mischieff bent, with felle intent
To lieke ye Pedagogue!

VI.

And if ye Pedagogue be smalle,
When to ye battell led,
In such a plight, God sende him mighte
To break ye rogue his heade!

VII.

Daye after daye, for little paye,
He teacheth what he can,
And bears ye yoke, to please ye folke,
And ye Committee-man.

VIII.

Ah! many crosses hath he borne,
And many trials founde,
Ye while he trudged ye district through,
And board'd rounde and rounde!

IX.

Ah! many a steake hath he devoured,
That, by ye taste and sighte,
Was in disdaine, twas verye plaine,
Of Daye his patent righte!

X.

Fulle solemm is ye Pedagogue,
Among ye noisy churles,
Yet other while he hath a smile
To give ye handsome girls.

XI.

And one,—ye fayrest mayde of all,—
To cheere his wayning life,
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NATURAL HISTORY IN SCHOOLS.

Natural History, in its various departments, is now justly regarded by all true educators, as entitled to a prominent place among the studies pursued in both private and public schools.

The study of Natural History, including Mineralogy and Geology, Botany, and Zoology, makes the pupil familiar with rocks, minerals, and soils, and with the various forms of plants and animals, and thus enables him to understand and ultimately to make available some of the vast resources of Nature. And this study also trains the pupil to habits of accurate observation, careful comparison, vigorous and logical thinking; and it leads to the power of broad generalization; and, above all, it leads him to the enjoyment of the works of nature, and to comprehend the plan revealed in the material world, and thus gives him higher and nobler ideas of the great Author of Nature.

Until a comparatively recent time, the study of Natural History has made but little progress in the public schools.—Many, even of the good teachers, have not had the opportunity of preparing themselves to teach this subject; and the necessary aids for the work, that is books and charts, have been few.

But now there are good books and charts in abundance, to aid in this important work, and earnest teachers can easily prepare themselves to give valuable instruction in the leading facts and principles of Natural History.

A good text-book of Geology, and such a collection of Minerals, Rocks, and Fossils, as every enthusiastic teacher can easily secure, will enable one to understand, and to teach successfully the elements of Mineralogy and Geology. It is of the highest importance that the student should be educated to recognize the rocks and minerals that are of special economic value; to know when he finds limestone or other rocks which are suitable for building purposes; sand which is suitable for making glass; what fossils indicate coal; and to know when he has found iron, lead, copper, zinc, and other useful ores.

A good text-book of Zoology, and a set of charts or tablets together with the Quadrupeds or Mammals, Birds, Reptiles, Fishes, Insects, Crustaceans, Worms, Mussels, and other Mollusks,—and perhaps Radiates—to be found in almost every locality in the country, will enable teachers to teach all the leading facts and principles of Zoology, and thus to lay the foundation for extensive and profitable study in this important branch of learning.

The Spring is eminently a favorable time to begin the study of the various departments of Natural History. The ground is then no longer frozen and covered with snow, but access to Rocks, Minerals, and Fossils is easy. Each day brings new flowers to be admired and studied. And the squirrels, and birds, and insects, and other forms of animal life, are active, and easily found, and afford abundant means of illustrating the various topics of Zoology.

Besides studying the general subject of Zoology, (as it is headed in the text-books), the successful teacher will interest the pupils in the study of some particular group of animals, taking perhaps one group one year and another the next, and so on. For example, he may direct their attention specially to Birds, and train them to notice each new comer from the warm regions of the South; to notice the date of its arrival; to notice its form, and the colors of its plumage; its manner of flight; its song; and its habits of feeding; and the manner of making its nest, and of rearing its young. Such training may lead some to become professional Ornithologists, and thus ultimately advance the cause of science.

Or, the teacher may interest the pupils in the study of insects. He may encourage them to make a collection, and to learn the names and habits of all the kinds of insects in the township, or in the county, or state; to learn what kinds of insects are injurious to the crops of the farm, orchard, and garden; and what kinds are beneficial to the farmer and gardener. And thus some may become Entomologists; and observations thus made, may be of the greatest advantage to our country; for millions of dollars worth of crops are destroyed yearly by insects; and their ravages will never be successfully prevented till their habits are fully understood; and these habits can only be learned by patient observation.—Children should early be trained to observe and to describe accurately.

In making collections of insects it is well to get the larvæ and pupæ as well as the imago or adult insects. Many specimens of cocoons—that is, pupæ with silken coverings—may be obtained from the bushes and trees during the winter, and these may be kept in a cool room till the imago comes forth; and then the collector has both the cocoon and perfect insect for his collection; and thereby he also learns what kind of an insect comes from a given cocoon. Larvæ and pupæ may be preserved in strong alcohol; cocoons may be kept in little boxes, or pinned to the bottom of a shallow box; and the perfect

insects may also be pinned to the bottom of shallow boxes.

In catching insects one needs to use a light net. Beetles, bugs, grasshoppers, and the like may be killed by putting them into alcohol. Butterflies, Moths and the like may be killed with one or two drops of benzine on the head. The insect should be killed before putting the pin through it. Beetles should be pinned through the right wing-cover; other insects through the thorax. The cases in which insects are preserved should be made to shut tight, to keep out the dust, and the little insects that like to prey upon such collections. A piece of sponge saturated with creosote and pinned to the corner of the box or case drives away those little pests which otherwise infest zoological collections, and do great damage to them, and sometimes utterly destroy them.

Will not teachers make a trial of the study of Natural History this very summer?

INVOCATION.

ALICE C. CHASE.

Dreams of my childhood, come back to-night!

On your holy wings ye bear

A magic that gladdens the toil-worn heart,

And smooths out the wrinkles of care.

What though ye were nothing more than dreams,

Short-lived as my childhood's hours!

Ye brightened all life with heavenly light,

And strewn its pathway with flowers.

Even now your beauty refreshes my soul

Till it leaves its thoughts of pain,

And in the sunshine of those sweet dreams

It seemeth a child's again!

Voices of childhood! return again!

At your well-remembered call

Ye hoarsely will waken that long have slept

In memory's silent hall.

What though the lips that ye kissed—long since

Have pressed the coffin lid,

And the loving hearts that gave you birth

Have in Death's embrace been hid?

Your music comes to my listening soul,

With the breath of the early morn,

Your loving and loved familiar tones

On the evening's hush are borne.

And oh! return once more to me,

Ye friends whom my childhood knew! [hear,

Who planted God's word in my fresh young

And nourished it till it grew,

Ye have passed thro' the gates of the golden day,

I know ye cannot restore

Your forms to my mortal sight again;

I shall see them on earth no more,

Yet oh! in spirit return—when my soul

The path of sin has trod,

Oh! did it turn from the things of earth,

And lead it up to God!

What men want is, not talent, but purpose; in other words, not the power to achieve, but the will to labor. As labor is the arch elevator of man, so patience is the essence of labor.

COLLEGE-BRED MEN.

So much is said of late of the unpractical nature of college studies, that young men, ambitious of position and power in the world, seen in some danger of arriving at the conclusion that a college education is a draw-back rather than a means of success. No mistake can be greater.—We commend to young men the following facts from a contemporary. Such facts can easily be verified, and multiplied indefinitely.

Whatever just grounds for criticism may lie against the course of study in most colleges—and we are by no means disposed to deny the justice of many of the strictures that it is of late so fashionable to make—the fact still remains, undisputed and indisputable by all intelligent observers, that, *as a rule*, college-bred men are the leaders in all movements for the elevation of the race, whether in the professions, the inventive arts, in social and political life, or the walks of reform.

The bane of American scholarship is its superficiality. If more of our youth would be willing to say with Milton "*I care not how late I come into life so that I come fit*," we should not have so many smatterers in science, and social reformers who build on the treacherous foundation of an insufficient and meagre education. Let those sneer at college culture who may, facts like the following cannot be destitute of significance to thoughtful and ingenious minds:

"The educated men of the country may be divided into three general classes, first, those who have only a common school education; second, those who have a high school education; and third, those who have a college education. Of these the first-class is by far the greatest, the second numbers several hundred thousand, and the whole number of the third class previous to 1860 was only 7,000. From this class alone three times as many men have filled important positions in the nation as from both the others. Of the 56 men who signed the declaration of independence, 25 were college-bred men. One became Secretary of State, 3 Vice-Presidents, 2 Presidents, 13 Governors of states or Presidents of colleges, and 4 ambassadors to foreign countries. Jonathan Trumbull, Governor of Connecticut, was very frequently consulted by General Washington, as well as by Congress, before an important measure was to be adopted, and "consult brother Jonathan" became a common remark, the soldiers caught the by-word and thus it was perpetuated, until to-day "Brother Jonathan" is synonymous with "Uncle Sam" himself. General Washington always chose educated men as his aids and secretaries. He once said that he wanted for his secretary a good writer and one that could write quick." Alex-

ander Hamilton at the age of seventeen was a frequent public speaker, at nineteen was a captain of an artillery company, at twenty was one of Washington's aids; he was then made Lieutenant Colonel, Washington's secretary, counsellor, and right hand man, and was familiarly addressed by Washington as "my boy."—He was a graduate of Columbia College, New York. Lafayette was of the same age as Hamilton. At the siege of Yorktown they were only twenty-four. He was educated at the college of Plessis, in Paris. Of the 62 men who have filled the highest offices in the country—President, Secretary of State, and Chief Justice, 43 have been college-bred men.

"Men of great eloquence were also men of liberal learning, not only in this country but also in Great Britain. If we examine the catalogue of Oxford College for 200 years past, we shall find that the men who were first in school were first in life. In the church this is even more conspicuous. Of the 500 clergymen mentioned in Dr. Sprague's "Annals of the American Pulpit," 436 were college-bred men. While most people admit the utility of a college education for professional men, there are many who deny that it is necessary for a business man; yet statistics show that the greatest and most successful business men have been men of liberal education. De Witt Clinton was the champion of the "big ditch," now known as the Erie Canal, was elected Governor of New York by an overwhelming majority, and he was a graduate of Columbia College, N. Y. Robert Fulton, the great steamboat man, was educated in Paris. Professor Morse was at Yale College, as well as his father, and he made his experiments within the walls of the New York University. The U. S. Coast Survey has for the last thirty-five or forty years saved millions of property and thousands of lives annually; for its superintendence the greatest mathematical talent is required. Professor Pierce was a graduate of Harvard College, and his successor, Professor Bates, of the Military Academy, at West Point. Alexander Hamilton saved the nation from bankruptcy at the close of the Revolutionary War by his skill as a financier in the office of Secretary of the Treasury. Two-thirds of the Secretaries of the Treasury who were in office more than three-fourths of the time were college-bred men. A. T. Stewart does more business than any other man to-day, and more than any other man ever did; it is said that the dry goods in his store would cover more than eighteen acres; he is a graduate of Trinity College, Dublin. So we see that the most eminent inventors, financiers, and merchants were educated in colleges. A large part of the leading officers in the late war were men of liberal education, and not a general has been chosen governor of any state since the war, who was not a graduate of some college. Further, those who have risen to high positions without a liberal education have been the warmest friends of a college course. Washington himself wanted a National University to be established in the District of Columbia, and made provision in his will for such an event."—*Chronicle*

See our CLUB RATES in another column

EDUCATION IN THE WEST.

The work of education, always paramount to all others, sometimes assumes a super-added importance. Its appropriate object is youth, and its appropriate duty is to imbue them with the saving predilections of wisdom and love. Education addresses itself specially to the young, because the young are always ductile and mouldable; while under our present methods of human culture, the hearts of men fossilize with a rapidity and a flintiness that have no parallel in natural petrification.

And a youthful community or state is like a child. Its bones are in the gristle, and can be shaped into symmetry of form and nobleness of stature. Its heart overflows with generosity and hope, and its habits of thought have not yet been hardened into insoluble dogmatism. This youthful Western world is a gigantic youth, and therefore its education must be such as befits a giant. It is born to such power as no heir to an earthly throne ever inherited, and it must be trained to make that power a blessing and not a curse to mankind. With its mighty frame stretching from the Alleghanies to the Rocky Mountains, and with great rivers for arteries to circulate its blood, it must have a sensorium in which all the mighty interests of mankind can be mapped out; and, in its colossal and Briarean form, there must be a heart large enough for worlds to swim in. Wherever the capital of the United States may be, this valley will be its seat of empire. No other valley,—the Danube, the Ganges, the Nile, or the Amazon,—is ever to exert so formative an influence as this, upon the destinies of men; and therefore, in its civil polity, in ethics, in studying and obeying the laws of God, it must ascend to the contemplation of a future and enduring reign of beneficence and peace.

But the perils of this region are on an equal scale of grandeur with its powers.—Having great varieties of climate, it teems with the richest productions of each; and beneath its fertile surface, lie mines and minerals immeasurable in extent and incomputable in value. Its soil seems to exhale cities; but cities which do not pass like exhalations, away. Though five great inland seas,—each one of which is large enough to make a geographical reputation for any other country; through the Mississippi and the St. Lawrence,—what would the Roman river-gods have thought of them?—and through artificial channels, capacious even of a larger volume of trade than those natural outlets themselves, it pours forth its abundance, not

only for the Pacific and Atlantic States, but for the eastern hemisphere; and with each reflux tide it receives the luxuries of all the zones. Here, then, is a place to sow something better than dragons' teeth, and to reap something better than armed men; a place to cultivate the arts of peace; to establish a polity that shall protect civil and religious liberty, until the necessity for such protection shall dwindle to a tradition; a place where man shall be trained upon God's plan of development and growth, until to say that he is created in the image of his Maker shall no longer seem, as it now does, like a ridiculous and scoffing falsehood.

This Western country is increasing in its wealth beyond all precedent in ancient or modern times. It has (1854) an annual lake trade of three hundred millions of dollars, and a river trade of four hundred millions, besides its immense traffic upon the Gulf; yet all this, when compared with its undeveloped resources, is only the pocket money of a school boy. But without the refining influence of Education, wealth grows coarse in its manners, beast-like in its pleasures, vulgar and wicked in its ambitions. Without the liberalizing and uplifting power of Education, wealth grows over-weening in its vanity, cruel in its pride, and contemptible in its ignorance. Without the Christian element in education, wealth grows selfish in the domestic circle, tyrannical in the State, benighted and bigoted in the Church, everywhere impious toward God. If a poor country needs education, because that is its only resource for changing sterility into exuberance, a rich country needs it none the less, because it is the only thing which can chasten the proud passions of man into humility, or make any other gift of God a blessing.

Horace Mann.

IF WE KNEW.

If we knew the wee and heartach,
Waiting for us down the road,
If our lips could taste the wormwood—
If our backs could feel the load,
Would we waste the day in wishing
For a time that ne'er can be?
Would we wait in such impatience
For our ship to come from sea?

If we knew the baby fingers,
Pressed against the window pane,
Would be cold and stiff to-morrow—
Never trouble us again—
Would the bright eyes of our darling,
Catch the frown upon our brow?
Would the print of rosy fingers
Vex us then as they do now?

Ah, those little cold fingers,
How they point our memories back
To the hasty words and action
Scattered along our backward track.

How those little hands remind us,
As in snowy grace they lie,
Not to scatter thorns—but roses—
For our reaping by and by.

Strange we never prize the music—
Till the sweet-voiced bird has flown;
Strange that we should slight the violets
Till the lovely flowers are gone;
Strange that summer skies and sunshine
Never seem one-half so fair,
As when winter's snowy pinions
Shake the white down in the air.

Lips from which the seal of silence
None but God can roll away,
Never blossomed in such beauty
As adorns the month to-day;
And sweet words that freight our memory
With their beautiful perfume,
Come to us in sweeter accents
Through the portals of the tomb.

Let us gather up the sunbeams
Lying all around our path;
Let us keep the wheat and roses,
Casting out the thorns and chaff;
Let us find our sweetest comfort
In the blessings of to-day,
With a patient hand removing
All the briars from our way.

AMERICAN HEROES

By E. H. MINER.

[Published by request.]

The whole earth is a monument of illustrious men. There are passages in the works of antiquity concerning heroes, which, where circumstances make us ready to appreciate them, have to our ears and minds the sound and depth of inspiration. What Pericles said, in his funeral oration, of the men who had fallen, not for the *defense*, but for the *glory* of Athens, seems to apply, in a strict sense, to the heroes of America.

We, who are in the enjoyment of the blessings procured for us by those early pioneers of civilization in this western world, can have no more worthy subjects of commemoration, than the lives and adventures of those enterprising men, who braved the dangers of the ocean, the hostilities of the savage, and the privations of a residence, on a distant and solitary coast, to procure for us a country and a home. "We see the little bark, with that interesting group upon its deck, make its way slowly to the shore." We feel the cold which benumbed them, and listen to the winds which pierced them.—Carver, and Bradford, and Brewster, and Allerton look out upon us from the pictured page, with all the dignity with which freedom and virtue invested them. We see, too, chilled and shivering childhood, houseless, but for a mother's arms, couchless, but for a mother's breast, till our own blood almost freezes.

In the cabin of the *May Flower*, we see the men who signed the first written constitution adopted by a free people. The

doctrines of new theories, whether in government, science, religion, or ethics, are generally met with scoffs and frowns, if not with actual persecutions. The stand-point of reformers, is always in advance of current ideas; and the true character of reformers can only be appreciated when their labors have ceased, and they are numbered with the dead. To such a character we turn, when we contemplate the life of Roger Williams, the great champion of toleration of private judgment. His name might have shone, in Europe, among the brightest of his time, but he was reserved for a less conspicuous, though a scarcely humbler, destiny. He was reserved to become the founder of a state, in new America, and, also, to become the first advocate in modern christendom, of the entire freedom of conscience. He, who analyzes American civilization, and traces the influence which now controls it, back to the sources from whence it sprung, will not fail to do honor to the name of Roger Williams.

Benjamin Franklin, the great American philosopher and statesman, the tamer of the lightning, by his plain deportment, his venerable age, his fame as a philosopher, his vast information, his discoveries, secured for himself, not only the admiration of Europe, but a circle of friends embracing the very widest range of human character. And while America has a name, Franklin will be remembered as one of her greatest worthies. Nor can one forget the founder of Pennsylvania, whose name, in glorious contrast with the inhumanity of Spaniards, Frenchmen, and many Englishmen, stands on the page of history upon which are recorded the deeds of his kindness and justice towards the feeble Indian.

Men now appear with characters shaped by the difficulties which their fore-fathers had to encounter, men who were endowed with abilities, strengthened and developed, by constant toil and hardship, for the duties which they were called upon to perform. The exigency was great, and men of courage and capacity, wise in counsel and prompt in action, seemed to rise from the earth to meet it. Their names have often been repeated, but they will bear another repetition. They ought never to be omitted in the history of our dear-bought liberty. Their various addresses, petitions, and appeals, the correspondence, the resolutions, the legislative and popular debates from 1764 to the Declaration of Independence, present a maturity of political wisdom, a strength of argument, and a manly courage of which, unquestionably, the modern world affords no equal. The Lees, the

Henrys, Otis, Hancock, Jefferson, Sherman, Livingston, Franklin, and Adams! The men who spoke those thrilling words of power, and whose voices rang like the clarion of fate across the Atlantic, are *beyond* our praise. But the brightest star among them all, a star which will always shine above the horizon, was George Washington, "First in war, first in peace, and first in the hearts of his countryman." To guide the ship of state through the *innumerable* difficulties, required great skill and wisdom. He possessed both, and retired from public life without the least stain of reproach upon his character, or his intentions,—the pride and boast of all his countrymen. To most of these heroes it was granted to witness some of the fruits of their labor. Others fell while nobly struggling for their cause,—too soon for their country,—too soon for everything but their own undying fame. But all are gone. None, now survive among us, to hail the jubilee of the independence which they declared.

After an interval of various fortunes filled with great events, we hasten on to a period which has no parallel but in the rebellion of the fallen angels. Against the most beneficent government, the most beneficial laws, a portion of the people of the United States, the least industrious, the least civilized, the least educated, without the least wrong specified, rose in rebellion, robbing our treasuries, firing upon, and treading under foot, the flag of our country.

Men educated at the cost of the nation and sworn to defend its laws, deserted in the hour of need and turned their arms against their nursing mother. This was a time when men were needed for decisive action. They were found.

We saw towering high above all the rest, Abraham Lincoln. His career, his noble character, his associations with the grandest and most important events of American history, have made him dear in the hearts of a nation.

We have seen in him one of the humblest of American citizens struggling through personal trials and national turmoils into the light of universal fame and an assured immortality of renown. We have seen a great and popular government, poisoned in every department by the virus of treason and blindly and feebly tottering to its grave, restored to health and soundness by the beneficent ministry of this true man. We have seen four millions of African bondmen groaning in helpless slavery, when he received the reins of power, become *freemen* by his word. We have seen the enemies of his

country vanquished and suing for pardon, and the sneering nations of the world whose incontinent contempt and spite were poured in upon him during the first years of his administration first made silent, then awed into *reverence* by his mighty power.

But not every one's vocation will be war, or the founding or even the defending of a country by force of arms. There are other ways of saving the cause of liberty and justice, truth and righteousness. Men who thus serve will always be our greatest heroes.

It was a proud day for our army of patriots with General Grant our country's president at their head, when, after toil-some marching, after battling for the *liberty* which we now enjoy, they were allowed the pleasure of resting on the glorious triumphs which they had so nobly struggled for and won. Men who step by step contested the ground of a sullen foe, they, friends of the restored Republic, will thrill with admiration and pride for those gallant heroes who pushed forward day by day, bearing majestically at the head of their resistless columns the Stars and Stripes, our emblem of liberty, until over hill and plain, emerging from the smoke of victorious battle, the national standard waved in triumph throughout our glorious Union.

Our heroes are a cloud of witnesses for the spirit and worth of America—our heroes named in the homes of thousands whose sons lie "dead upon the field of honor." Although no sculptured marble should rise to their memory, nor stone engraved bear record of their deeds, yet will their remembrance be as lasting as the land that gave them birth. Lofty columns may indeed moulder away, time may remove all impress from the decaying stone, yet their fame remains, "for with American liberty it rose, and with American liberty *only* can it perish.

It is an age *never* to be forgotten; its voice of warning and encouragement is *never* to die. Within a hundred years are two events never to be forgotten: the American Revolution, *The first distinct, solemn assertion of the rights of man*; and the American Rebellion, in which *Slavery*, the former curse of America, *died*, and a *nation lived*. It is an age which on two occasions shook the earth to its center. Over this age the night will indeed gather more and more till time shall roll into eternity. But in that night two forms will appear,—George Washington, the Father and Abraham Lincoln the Savior of our country; "the one *benign, serene*, the other a *noble martyr*."

ENGLISH LANGUAGE AND LITERATURE IN EDUCATION.

It is a remarkable fact that, with all our enterprise and liberality in providing means and methods of popular education, so little attention, comparatively, is given to the vernacular. We have known graduates of our best universities and highest military academy who, while they were proficient in mathematics, the dead languages, and some of the modern tongues, could not write an English letter with any grace or effect, and knew nothing of the masters in prose or verse of their own language. This neglect is lamentable, not only because it omits a branch of knowledge and culture indispensable to a complete training, but a great resource and means of usefulness is thus lost. Moreover, we believe that, where time and opportunities limit an American's educational privileges—a frequent case in our busy world—it is far better for him to acquire a thorough knowledge of the historians, poets, philosophers, critics, and essayists of his native tongue, than a superficial acquaintance with foreign literature. A taste for English literature is an invaluable resource. A mind fortified and enriched by the study of Shakspeare, Bacon, Milton and the later masters of English literature is apt to become sound, vigorous, brave, and refined. Such writers form the material and appropriate aliment of the Anglo-Saxon intellect, and foster all that is manly and progressive in character. We say nothing of the constant occasion in a country like ours, where every man is expected to contribute his share to the general intellectual and civil welfare of the people, of the importance to every faithful citizen of a command of good English and a trained facility in the use of tongue and pen. With these views it is gratifying to notice a disposition on the part of our seminaries of learning to give more attention to this branch of education. The writings of Trench, Marsh, and other popular writers on the use and abuse, the history and genius, of our language, have of late years made more apparent to the multitude its vast richness and latent interest, as well as the growing extent of its sway over the civilized world. We perceive with satisfaction that provision is made, to a certain extent, for this important branch in the Cornell University. It is also announced that Mr. Nathan Hale, of Boston, has just been appointed professor of English Literature in Union College, Schenectady. Mr. Hale is the son of the late Nathan Hale, for many years the honored editor of *The Boston Daily Advertiser*; he is also a nephew of the late Hon. Edward Everett, and a brother of Rev. E. E. Hale, whose remarkable magazine stories have just been collected and published. He has thus been reared in a refined literary atmosphere. In Boston he has long been regarded as a master of pure English; he has made language his study, and, as contributor to the journals of the day, has acquired in the critical community where his life has been passed an eminent reputation for the simplicity and excellence of his English style. The se-

lection of such a man to initiate and illustrate the use of good English and the study of English literature in one of our leading colleges is a movement in the right direction, and an example we hope to see followed until this neglected branch of education receives the attention it so richly deserves.—*Round Table*.

INQUISITIVE CHILDREN.

There is nothing which so surprises, and also, unfortunately, puzzles grown-up people as the intelligence of children. It is a matter of wonder that where there are so many clever youths there should be such a number of stupid men and women. The promise of childhood is but rarely kept in advanced life. If the human intelligence should make a progress in later years, in proportion to its earlier development, it would reach a degree of advancement far beyond the present average.

One of the main checks to intellectual progress is the inability or disinclination of grown-up people to answer the questions of children. Nature has endowed the human being with an inquiring spirit, for the evident purpose of promoting the advancement of knowledge. The child gives proof as soon as it has learned to speak of its human instinct for information by its frequent questions. These should be answered, and not quashed, as they are, generally, by a forbidding glance and the rebuke: "Children should not be inquisitive." The effect of thus habitually opposing this natural curiosity is finally to extinguish it altogether, and thus put an end both to the desire and means of knowledge.

Parents and older people generally have no other motive for checking what they term the inquisitiveness of children than their own ignorance, although, rather than acknowledge this, they pretend that their object is to inculcate a lesson of manners. The old Oxford Don was more honest: "A child cometh up to one nowadays," he said, "and asketh the diameter of the moon. Now, I don't know what is the diameter of the moon, and I don't like to be asked such questions."—The old Don, however, if he had been as amiable as he was honest, might have taken the trouble to find out the diameter of the moon and convey the information to his youthful inquirer. There are a good many others besides the Oxonian, who, if they were honest, would confess to an ignorance of the diameter of the moon, and acknowledge that they have no better reason for their complaint of children's questions than their inability to answer them.

It is a matter, however, of great importance to the proper education of children, that their early inquisitiveness should be not rudely checked. Most parents, unfortunately, are too ignorant to answer the questions of their little ones; but this, instead of being a motive for stifling inquiry, should be considered as the best of all reasons for encouraging it. There are nowadays means accessible to the most grown-up people of easily acquiring the information they may desire, and it is their duty to do so, if not for their own, for the sake of those young people

entrusted to their charge. Every household should be supplied with certain books of reference such as encyclopedias, dictionaries, and the various summaries of science, literature, and art, so that as soon as a question arises it may be solved, by turning to their pages. There is far less chance of losing the reverence of a child by a frank confession of ignorance than by a pretense of knowledge which the youngest will soon detect, while there is a certainty of securing his love and gratitude by aiding him in the effort to satisfy his instinct for knowledge. As we want intelligent men, let us do our utmost to assist and encourage the curiosity of *Inquisitive Children*—*Harper's Bazar*.

THE TEACHER'S AIM.

MARY R. GORTON, PRECEPTRESS OF THE COOK COUNTY NORMAL SCHOOL.

Read before the Illinois State Teachers' Association, Dec. 21st, 1868.

Whither shall we turn for that inspiration which shall so pervade us that every act and thought of each day's life shall reveal its influence? Shall we seek it in the past, present or future?

The varying thoughts and actions of those around us furnish us representations of the characteristics of each class of vocaries. The devotee of the past presents himself in the form of the aged and wrinkled grand-parent, or the dissatisfied, disappointed observer of human follies. The hard working laborer, who toils from day to day, thinking only where to-day's food and lodging can be secured for himself and little ones, is a representative of that class who live only in the present; while the nobler type of earnest workers, who are constantly striving for some greater good which lies before them, represent the remaining class.

The past alone makes us idle dreamers, lamenting vainly for the fancied best behind us. To-day and to-morrow never can equal yesterday, and we sink back into idleness, or, at best, into discontented working, performing the daily round of occupations merely as duties, taking no pleasure in them, and deriving little good from them. There is no incentive to put forth our best endeavors, for all the best is behind us, and what we can now do will be but a feeble imitation of that which is past. No loftier heights can be gained, no profounder depths be reached than those already attained.

Neither does the present alone suffice for the human soul. It grows narrow and poor in it. All generous humanity love, all interest in the burdens or joys of the future die out. The soul is shut up within itself, and even while it may be striving for its own fancied good forgets the

higher culture for the mere physical wants of the present. There is no ideal beckoning forward, no enthusiasm, no noble self-forgetfulness.

In the future, then, should we live, and by living in the future I do not mean a dreamy looking forward to events that are to come; a listless hopefulness that some how or some way grand and glorious things shall fall to our lot, while we now and then merely give a few congratulatory exclamations at the promising issue of affairs. This is not living at all; it is only dreaming. To live is to will, to act, to place some noble aim before, and then strive for that aim with every power. And such an aim involves wider views of the future, a clearer comprehension of one's work and its effects, and these in their turn, let one's occupation be what it may, ennoble each day's unimportant duties. When one feels that the most trivial or trying duty has its influence on and connection with some great future good, the performance of it becomes then not merely a dreaded evil but rather a pleasure. The mind strives constantly to reach its highest ideal; and the greatness of its thoughts, the wideness of its views, seem to invest it with a calmness and superiority, a patience and self control, a forgetfulness of trifling annoyances that is a power. "The mind thus occupied with great ideas will best perform small duties. The divinest views of life penetrate most clearly into the meanest emergencies. So far from *petty* principles being best suited to petty trials, the noblest ideas taking up their abode with us can alone sustain well the daily toils of life. To keep the house of the soul in due order and pure, a God must come down and dwell within as servant of all its work."

These facts, then, being true, how necessary that we, in our capacity of teachers, should act upon them. What calling more than ours needs all those benefits which flow from such ideas? Who more than the teacher needs the distant ideal to lead him on and make him forget the annoyances around him in his enthusiasm for the future? Who more than he needs something which shall enable him to bear the thousand trifling daily irritations of the schoolroom? Work can hardly help growing dull and spiritless without it.

What aim, then, shall we place before us? Among many minor aims this great one, the cultivation of a love of knowledge for knowledge' sake, should be ever present with us. The practicality, the nobility of this aim is certainly exemplified by the experience of all. Every one feels that "Knowledge is power." Every one, in his own experience, can see how the

appreciation of one truth has really increased the capacity of his mind, and given him a larger self-control and influence in even his daily life. Knowledge widens. It breaks down bigotry, and gives additional breadth, and clearness of comprehension. It helps make one equal, and finally superior to the thousand ills of life; and this is not all. Guizot says, "Knowledge is, undoubtedly, a beautiful thing, and of itself, well worth all the labor that man may bestow upon it; but it becomes a thousand times grander and more beautiful when we consider it as the parent of virtue." This, it certainly is; the fact that a man's morality cannot be matured until his intelligence is unfolded is a truth, too self-evident to need any discussion; a man's idea of divinity must vary with his susceptibility to, and acquisition of, truth, and, not merely in being the foundation of virtue fundamental, but, in another way, may knowledge beget virtue.

Why is it that so many young men spend their evenings in the miserable haunts of vice that are always open to receive them? Is it not from a lack of that power which a love of knowledge gives, the power to entertain or interest themselves without the aid of outside accessories? The evening finds them with a few vacant hours. They cannot remain idle and alone any more than could the old Barons of feudal times, and so they seek entertainment elsewhere. This, of course, is not always the case, yet very often.

Observation will show that a book is a breastplate protecting the heart from the poisonous arrows of vice, a shield guarding the wearer from the attacks of many a wary emissary of evil.

The cultivation of the love of knowledge, then, should be one of the aims we should place before us. But you say every teacher ~~does~~, of necessity, have such a purpose. I do not doubt that, in a kind of general way, every teacher feels that knowledge is good and should be extensively diffused, but that is not what I mean. Does every teacher really have this idea ever present with him, moulding and modifying his actions, forming his plans, and guiding his endeavors? Is it really the beacon star constantly leading him forward, and making him almost forget the roughnesses of his path in his earnestness and zeal to follow it? We shall not find so many such votaries as we hoped.

When we look upon those around us we can hardly help being surprised at the little real love for knowledge that we find upon the examination of the private

life of each individual, and, especially, must this fact awaken our surprise when we consider that there are so many and so free advantages for each one to cultivate his taste in that direction, and that so many have spent the early years of life, the years when the likes and dislikes of the mind are determined, when its future course is being decided by each day's events and impressions under the almost constant influence of those whose expressed aim is the diffusion of the love of knowledge. Why is it the teacher has apparently so slight an influence over the future of the child who has been so constantly under his charge? Why have not habits been formed under his guiding hand, that should aid his pupils to steer clear of the shoals and quicksands that must beset his bark, when first given into the guidance of his untrained hand?

Have we really tried to cultivate such a love in the child? Have we not rather been careful to teach him Arithmetic, Algebra, Geometry, and Grammar, to the best of our ability, and with a scrupulous exactness and carefulness of his perfect comprehension of the subject, and omitted this other? We have "paid tithe of mint, anise and cummin, but have omitted the weightier matters of the law. We have made it rather our ambition to do well today's work, than to lay a foundation for the future, to emphasize the means to the exclusion of the end. We have looked more to the acquisition of facts than the formation of habits. Of course the clear, comprehensive acquisition of knowledge begets a love for it, and thus indirectly we, to a certain extent, accomplish our aim; but how much more might be effected by direct and constant working!

If such cultivation then is important how shall we obtain it? The love of knowledge, "the taste for pure truth," the appreciation of the beautiful, are plants, as delicate as they are noble, and it is with a feeling of incompetency that one undertakes the task, but if we undertake it honestly and earnestly, though somewhat blindly at first, ways will be opened for us, for human nature is never wanting to herself, and what she desires she shall, at some time, have.

A great part of the education of the generality of children, comes not in school but outside of it and after they have left it; hence, the importance of the formation of habits of thoughtful reading.

To interest his school in this direction the teacher must use whatever means suggest themselves. He might take up some extract with which they have been familiar, and talk about it. Ask them

the author, and draw out anything about his life. Tell them some interesting facts connected with him, and for the next day let them find out anything about the author of any other piece he may name.

After continuing this exercise for a time, some book might be mentioned.

Let it be interesting; perhaps some good novel. Talk to them about it enough to excite their curiosity, and then ask those who can to read it by some stated time. At the appointed time, take half an hour and devote it to discussion of it. Let whoever has read it, tell the plot.—Ask questions to draw out the main points, the merits or demerits of the book. Let them tell why they like or dislike it. While talking of the book, diverge, now and then, that those who have already acquired some general information may display it. It may serve as an incentive to others.

It might be well to take up the question, what is the good of reading and let any of the school that may be able, tell any of the benefits that seem to them to arise from it. This will give the teacher an opportunity of stating his own opinions, not as a whole, but by a remark dropped now and then. The discussion can be led to almost any point and may furnish a means for the establishment of almost any truth; and the school without being conscious of it, will adopt the result of the discussion and thus furnish a groundwork for the teacher. Adopt any plan whatever to interest them in the desired direction. The work will be slow but will at last bear fruits. "Continual dropping wears away the stone." I know of a school which when first entered by the teacher, furnished Beadle's dime novels and literature of a similar character from nearly every desk, while none of the scholars dreamed of improvement other than that coming from the regular school work. The teacher determined to do all that lay in his power to correct the evil and now there is not one scholar but would be ashamed to have any thing to do with any of the afore mentioned books, while many are very much interested in reading of an entirely different character.

But while endeavoring to cultivate the habit of thoughtful reading in our pupils, we must not forget that we should be examples to them; not wasting our time in foolish gossip or idle pleasure, while we require different work from them. Not that a teacher should be a book-worm. Goethe says "the proper study of mankind is man," and it is certainly a fact that association with people and the study of human nature gives one a practicality,

and an influence upon human action that cannot be attained without it. Emerson says one of the secrets of the endurance of Southern influence is in their self-possession and good breeding, and these qualities can be secured only by contact with society, and I have sometimes thought that books themselves are really worthy only as they from the varied stand points of their different authors, give us true glimpses of the different traits of human character, or by their presentation of abstract truth cultivate the mind so that we may have clearer and more comprehensive views of man, God's noblest work.

Let our aim for our pupils then be the cultivation of a general love of knowledge and the foundation of such habits as shall bring them future pleasure and profit, and for ourselves let our aim be a spirit of kindly earnestness and activity; then shall our soul reveal the influence of our purpose and

"White flowers of love its wall shall climb;
Soft bells of peace shall ring its chime;
Its days shall all be holy time".

THE EXPLORING EXPEDITION.

[We are permitted by Dr. Edwards, of the Normal University, to publish the following interesting letter from Prof. Powell, of the Rocky Mountain exploring expedition.—Ed.]

WHITE RIVER, Jan. 26, 1869.

Dr. RICHARD EDWARDS:

My Dear Sir—Mr. Bishop, a member of my party, will start for Fort Bridger tomorrow, and I am glad to have the opportunity to send you word of our whereabouts and welfare.

We have found the winter so far very mild, so that our stock has fared well on grass. Have had good health, and a favorable time for making collections.—The hunters are procuring a good number of skins of the animals of this region—deer, antelope, sheep, wolves, foxes, &c. Mrs. P. has prepared one hundred and seventy-five birds, and I have made some collections of rocks and fossils. The barometrical and astronomical works have gone on regularly.

The Utes often visit us, and I am preparing a vocabulary of their language, and have made good progress. This is at the request of the Smithsonian. Have purchased quite a collection of them, articles of clothing, ornaments, utensils, &c., for our museum. In all we have had fair success.

I have explored the canon of the Green, where it cuts through the foot of the Wintah mountains, and find that the boats can be taken down, so that the prospect for making the passage of the "Grand Canon" of the Colorado is still brighter. The canon of the Green was said to be impassable.

I hope to be out at Fort Bridger earlier than I at first proposed—sometime during the first half of April. If possible I will come to Normal for a day or two before

starting down the canon. I could make the trip in ten days or less, but, cannot decide definitely now.

I have never experienced before so delightful a winter. Moderate weather, just a little snow in extreme changes; no rain, has made it pleasant. The grand mountain ranges covered with a glory of glittering snow, the beautiful valleys, with the herds of deer and antelope coming down from the mountains to drink in the rivers; the subjects of study, interesting, grand, vast. All things have conspired to make it a wonderful winter.

I should be very glad to have a letter from you next spring when I arrive at Fort Bridger. With great respect, I am,

Yours, cordially,

J. W. POWELL.

—Pantagraph.

STATE NORMAL UNIVERSITY.

The Next Term of this Institution will begin on Monday, April 5th, 1869. On that day Classes will be admitted into all the Departments.

By an Act of the Legislature, the annual appropriations for this Institution have just been increased about seventy-five per cent. This increase of funds will be at once employed in giving increased efficiency to the facilities furnished here for preparing teachers.

Every department will be furnished with the best instruction attainable.

Persons wishing to become Teachers in Illinois, are admitted into the Normal Department on passing an examination somewhat more rigorous than is required to procure a second grade certificate for teaching. In this department no tuition fees are charged, and books are gratuitously loaned to students.

The Model School is thoroughly organized and equipped, and is doing most efficient work.

Tuition in the High School, \$30 00 per year, of forty weeks, and shorter periods in proportion.

In the Grammar School, \$25 00 per year.

In the Intermediate and Primary, \$12 00 per year.

Board \$4 50 per week. By clubbing and self-boarding, the expense may be reduced one-half.

All Departments are open to both sexes.

Normal is an exceedingly pleasant town, of 2,500 inhabitants. It contains three very well-attended Churches. The people are more than ordinarily moral and intelligent. By the act of Incorporation, and no intoxicating liquors can be sold in the town.

For further particulars address

RICHARD EDWARDS.

President State Normal University,
Normal, Illinois, March 11th, 1869

FALSE IDEAS OF EDUCATION.

Our current Education—even that which costs the most—does many things which need not be done, and leaves undone far more, the doing of which is urgently demanded. We *learn* too little, considering how much we are *taught*, or, rather, we learn very much that we might easily dispense with or wait for; while we are left in ignorance of far more that we urgently need to know. Our youth are laboriously taught to conjugate Greek verbs, that they will never read or hear after they shall have left the halls of learning behind them; but are sent out into the world, ignorant of the nature and composition even of the soil beneath their feet. If they understood but this, they might at once proceed to lighten the labors, while increasing the gain, of their hard-working, frugal fathers; while their Greek verbs, for the few months they faintly linger in the memory, are ornamental merely. And thus, an education that has cost a thousand dollars often leaves its recipient unqualified—sometimes disqualified—to earn an independent and tolerable subsistence; and the most hopeless and helpless sane and sinewy men I have known—those most certain to live and die objects of charity—had received a good education. Had one tenth the cost of their schooling been expended in buying each of them an axe, a hoe, a spade, a jack-plane, a chisel, and an auger, and in teaching them to use dexterously and vigorously these implements, while the residue was devoted to their mental culture, they might all have lived in useful independence, and died full of years and of honors; while they are now doomed to hang about the cheap purfours of this or that city, severally beseeching some one for employment as writer, clerk, tutor, scribe, or in any conceivable capacity that will shield them temporarily from the pangs of starvation. Can language be more perverted than in calling the youthful experience of such men Education?—*Horace Greeley in Packard's Monthly*.

While most that is said in the foregoing article claims our assent, we must be pardoned for saying with reference to one statement that if it is strictly true, the experience of Mr. Greeley has been strangely exceptional. Surely not many observers as familiar with men as he, will venture to assert that "the most hopeless and helpless sane and sinewy men" they have known "had received a good education," if moral weaknesses and ineptitudes are kept out of view. The most practical of well-trained scholars, a sober and otherwise morally pure, is surely in little danger, in our country, of becoming hopeless and helpless.—*Ed.*

THE SOCRATIC METHOD OF TEACHING.

The greatest art of the successful teacher is the art of asking questions.—No instructor of ancient or modern times has understood this art better than the great Greek philosopher Socrates.

The following dialogue taken from *Hamilton's Metaphysics* we commend to the attention of young teachers. The object is to convince the learner that *the mind is the man*. Take notice that the teacher communicates nothing. He simply asks such questions as lead to a logical conclusion. This it is truly to *educate*, viz: to draw out.

Socrates. Hold, now, with whom do you at present converse? Is it not with me?

Alcibiades. Yes.

Soc. And I also with you?

Alc. Yes.

Soc. It is SOCRATES, then, who speaks?

Alc. Assuredly.

Soc. And ALCIBIADES who listens?

Alc. Yes.

Soc. Is it not with language that SOCRATES speaks?

Alc. What now? Of course.

Soc. To converse, and to use language, are not these, then, the same?

Alc. The very same.

Soc. But he who uses a thing, and the thing used—are these not different?

Alc. What do you mean?

Soc. A carrier, does he not use a cutting knife, and other instruments?

Alc. Yes.

Soc. And the man who uses the cutting knife, is he different from the instrument he uses?

Alc. Certainly.

Soc. In like manner, the lyrist, is he not different from the lyre he plays on?

Alc. Undoubtedly.

Soc. This, then, was what I asked you just now,—does not he who uses a thing seem to you always different from the thing used?

Alc. Very different.

Soc. But the carrier, does he cut with his instruments alone, or also with his hands?

Alc. Also with his hands.

Soc. He then uses his hands?

Alc. Yes.

Soc. And in his work he uses also his eyes?

Alc. Yes.

Soc. We are agreed, then, that he who uses a thing, and the thing used, are different?

Alc. We are.

Soc. The carrier and lyrist are, therefore, different from the hands and eyes with which they work?

Alc. So it seems.

Soc. Now, then, does not a man use his whole body?

Alc. Unquestionably.

Soc. But we are agreed that he who uses, and that which is used, are different?

Alc. Yes.

Soc. A man is, therefore, different from his body?

Alc. So I think.

Soc. What, then, is the man?

Alc. I cannot say.

Soc. You can at least say that the man is that which uses the body?

Alc. True.

Soc. Now, does anything use the body but the mind?

Alc. Nothing.

Soc. The mind is, therefore, the man.

Alc. The mind alone.

FUN IN THE SCHOOL-ROOM.

When I went to get my first certificate, the venerable committee-man, along with it, gave me much good advice, some of which I have tried to follow, and some I have not. I cannot tell you all the heads of his sermon, but one I do remember,—one as impossible for me to follow as could possibly be. "Madam," he said, "I was only fifteen, and could not keep from laughing while he thus addressed me), "Madam, I wish you to guard against one thing; and that is, levity in the school-room. I see even now you are rather prone to lightness; but beware! Never laugh or even smile in the school-room. Always carry a dignified, sober face, if you would have your scholars respect you." I thanked the gentleman for advice I knew I could not keep, and, taking my certificate, started for the scene of my labors.

The very first day I caught myself smiling at the little boys and girls as they watched the new teacher, and looked into my eyes to see if I was going to love them. Once in a while something so perfectly ludicrous would happen that I laughed outright in spite of myself, and the children laughed too. Sometimes I thought they studied all the better for it. Perhaps my smiles took away from my dignity, but I could not help it. We were parsing one day, and I said to Harry Smith, "Harry, it is your turn; the sentence is, 'The dogs have barked.'—You may parse it all." "Oh," said he, "teacher, I've barked." We all had a hearty laugh, and Harry joined in it as loud as anybody, when he found he had said "barked" instead of "parsed."

At another time I called out the primer class to spell, and Joseph, almost a man in size, in a fit of absence of mind, went and stood with them, and did not discover his mistake until I put out "boy" to him. Then he laughed and took his seat. How could teacher and scholars keep perfectly sober then? On another occasion I requested John to give me the feminine of monk. "Monkey," he answered, in a loud, confident tone. At another time I asked my pupils if any of them snaked; and one little fellow, about ten, raised his hand and said, "I don't; I quit long ago." I wanted to laugh then, but I did not, for I thought then was one of the times when my old friend's advice ought to be followed.

I have generally found that a good laugh in the right place will do more good than a rod. I heard a lecturer, not long since, who said it was always dangerous for a teacher to joke with his

scholars. It seemed to me that he was about as far from the truth as my old friend the committee-man. Never joke with your scholars when they have done wrong, would be my advice to any who might want it; but do not be too much afraid of real wit, even in the school-room. It sharpens the intellect wonderfully. I do not wish to laugh at the misfortunes or follies of my scholars; but their innocent witticisms, their child-like blunders, their happy laughter, their quaint sayings, bring the smile unbidden to my face, and do my soul good like a medicine.—*Maine Normal.*

ONE-SIDED MEN.

Biography teaches that distinguished men, with few exceptions, have been one-sided. *Theoretically*, educators, who are wont to proclaim the need of symmetrical development seem to be correct; but is this *practically* the end always to be sought for?

Agassiz is said to-day to be unable to understand why minus multiplied by minus gives plus. If he had been compelled to spend his strength upon mathematical studies which were distasteful, instead of upon natural science in which he revelled, would it have been better for him and the world?

Combe, the author of the "Constitution of Man," never succeeded in mastering the multiplication table. Would it have been wise for the sake of "symmetry" to have kept him pinned down to figures which he detested?

Is it in accordance with common sense that the minds of all children should be subjected to the same stern and unvarying discipline? Here is a matter for serious reflection.

THE NECESSITY OF RELAXATION.

C. W. MOORE.

In our school life, so full is it of labor and care, that we seldom stop to think whether we need any rest; whether indeed we cannot continue our labors unceasingly. But the bow which is forever bent, finally loses its power of springing, and its very use destroys its usefulness. So with the human mind. If drawn occasionally to its utmost tension, it will accomplish results almost incredible, because the exertions of a length of time are concentrated in a few moments. But this very concentration and exertion, if long continued, shows its disastrous effects in its enfeebled action at other times. Such is apt to be the result of our work here, unless we are very watchful of results.

Our Editress, anxious for the success of our paper, makes a demand upon us for

"help" in time of trouble. We, equally anxious for the good of the paper and the welfare of the Society, respond to the call as best we may. And yet, how far does the mind fall short of the accustomed activity which its fellows expect of it. Already tasked to the extent of its capacity in the ever-recurring duties of the day, the writer wanders off into a homily on "The Love of the Beautiful," "Lights and Shadows," or a familiar lecture on Chemistry, or the great plain of China. Amusement, mirth, merriment, are demanded by writer and hearer alike; but the very weariness which so loudly calls for a change to something mirthful, at the same time precludes all hope of its success. And so a prophetic letter on our future in '85, or a chapter on the beauties of base ball, come only at long and rare intervals like sun-bursts through the clouds, to enlighten and beautify and make radiant the face of the earth.

What then is the fault of our college life, perhaps of American college life in general? Manifestly nothing but the American characteristic of living in a hurry; of doing everything at railroad speed, in this age of steam and telegraphs. Proverbially, the American has no time to eat his dinner, and still less time to be sociable over it. "The cares of this world and the deceitfulness of riches, entering in, choke the word, and it becomes unfruitful" in the recreations, and social amenities of life. There is a story extant, that a man once met with a lady in a storm, took her to a ball in a storm, courted her in a storm, married her in a storm, lived with her under like auspicious circumstances, but buried her in fair weather. This gentleman's marital experience shadows forth the experience of Americans in every relation of life.—They work fast, they improve fast, they educate fast, they build up States fast, in short live fast and finally die fast, and the only time of deliberation connected with their earthly career, seems to be that during which their mortal remains are on the way to their final resting place.

Is this then an unmitigated evil? By no means. Do not misunderstand us. There is no talent which God has given us which he has not given us power to abuse. And so with this tendency. It has given us a free and enlightened, and finally great and prosperous country. It has given our people a more general distribution of wealth and competence than any other people under the sun. It is only against the excess of this spirit in the hearts and lives of the American people that we protest: this devotion to busi-

ness and to the cares which drive out the joyousness and exuberance of spirits of our people, while they are scarcely more than children. Habitual joyousness and cheerfulness are half the battle in the contest of life, and where these are crushed out by the weight of cares, the contest will not be so vigorous, nor will it be so long.

Have then a time for recreation for both body and mind. Do not urge you have not time; there is always time for whatever needs to be done. If you are allowing your work to master you now, it is not probable that it will relinquish its command when you go forth to the struggle of life. Live in the strength of your own purpose and in accordance with your own nature, and He who is higher than the highest will bless and reward you in the end.—*From the Ladies' Garland.*

BOOKS AND MAGAZINES.

Spencerian Penmanship in 12 numbers.—New York: Ivison, Plimney, Blakeman & Co. Chicago: S. C. Griggs & Co.

Penmanship seems not unworthy to be classed among the Fine Arts. In practical importance unexcelled by no other subject of school study, it appeals more than most to the aesthetic taste which is deservedly the object of so much attention in all wise modern systems of education.

What adult who remembers the rude media by which he was introduced to the mysteries of "pot hooks and trammels"—the coarse paper, the muddy ink, the homely copies, and the worthless instruction, but must rejoice to see how modern taste and skill are contributing to educate the youth of to day in "the art preservative of arts." The lines of beauty and the curves of grace in which the accomplished penman delights, may now be mastered by any painstaking youth in our public schools.

Without enlisting in the ranks of either of several rival systems of penmanship—a "Battle of the Books," which vies in bitterness with that which Dean Swift commemorates—we are yet glad to observe and commend the many and great merits of the Spencerian System, illustrated so beautifully in the twelve specimen books before us. Based upon the true philosophy, charming by their simplicity, and clear to the simplest comprehension, we are glad to direct the attention of teachers to the neatness, elegance and general excellence of the Spencerian Series. We are frank to confess that the finest penmen we have ever known were made by studying this system. The widespread use and universal approval of these books attest the superior excellence of the Spencerian System.

Select Orations of Marcus Tullius Cicero. Philadelphia: Eldredge and Brother.

We have already taken pleasure in commending the earlier issues of Chase and Stuart's Classical Series, embracing Caesar and Virgil. Uniform in size and style is the new Cicero, and possessing all the marked merits of its predecessors. Convenient in size, neat in typography, and above all edited with a scholarly ability which exhibits itself on every page of the valuable notes, this series commends itself to all lovers of classical learning, and teachers who mean to keep pace with the progress of modern scholarship.

Instruction in Language in three practical papers: 1. A graded Series of Language Lessons; 2. First Lessons in English Grammar; and 3. Class Drills in Reading. Reprinted from the *Ohio Educational Monthly*.

We are glad to receive in neat pamphlet form the series of practical papers, with the merit of which we are familiar in the columns of what is, in some respects, the ablest educational monthly in the United States. The subject treated is of vast importance, and few teachers of Illinois will fail to receive great benefit from the possession and careful perusal of this little book. (See advertisement).

What Knowledge is of Most Worth? An Address by J. D. Cox. Reprinted from the *Ohio Educational Monthly*.

The author of this able and scholarly address has recently received new prominence from his unsolicited appointment to a position in the Cabinet of President Grant. This address is well worthy of a careful and critical examination. Taking issue as the author does with Herbert Spencer, one of the brightest of the new lights in Educational science, it will deservedly receive the careful notice of all educators of enlarged and liberal ideas. We hope to present our readers with several extracts from this address.

Educational Gazette, Philadelphia. Vol. 1. No. 1. This new publication is a large-sized, four column quarto, of superior typography and contents. It commends itself to the intelligent public. We wish it success.

The valuable articles on *The New Education*, in the *Atlantic Monthly* for February and March, are justly receiving much notice. They deserve a careful perusal.

EDUCATION IN ILLINOIS.

There are in Illinois, 10,381 school-houses, 10,705 schools, and 19,037 teachers. Number of children between the ages of six and twenty-one, 826,820; number attending schools, 706,780. Amount expended by the State for school purposes, during last year, \$6,430,881.

By the act of February 8, 1867, the Normal University was declared a State institution, and all the property, real and personal, held by the Board of Education in trust for the University, was declared to be the property of the State of Illinois. Its management is continued under the supervision of the Board of Education. The good it has accomplished leaves it without an enemy, and lifts it above criticism. It is chiefly in supplying the exhaustless demand for teachers in the common schools, that the University finds its greatest usefulness, and the State will doubtless continue to extend to it the encouragement which it has hitherto afforded.—*Message of Governor Oglesby.*

The last remark of our worthy Ex-Governor is justified by the recent passage through both houses of the Legislature, with little opposition, of a bill making an appropriation much needed for the continuance and improvement of the Normal University. The good results of this liberal policy will speedily be apparent.

ED.

THOUGHTS FOR TEACHERS.

The teacher is greater and better than the best school book ever printed.

Neither individual, nor nation, nor world ever educated itself without contact with something superior to itself.

There is no room for contest between the languages and literature on the one hand, and mathematics and the sciences on the other. The truths of science are useless without accurate terms for their expression. The two classes of studies are as inseparable in useful education as man and wife in happiness, and the contest for superiority about as much out of place in one case as in the other.—*Burrows.*

The principal of confidence in leadership, is one of the great moving powers of the world. In teaching it is especially important.

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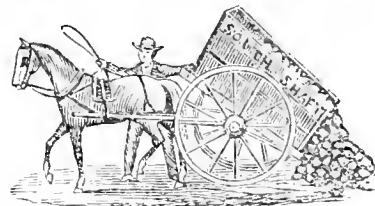
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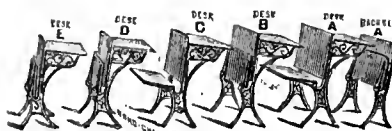
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NORMAL, ILL., APRIL, 1869.

This periodical is published monthly at one DOLLAR per annum, in advance. Original contributions will be gladly received. Communications relating to the editorial management should be addressed to

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CO-EDUCATION OF THE SEXES.

Richard Edwards, Pres. Ill. Normal University.

[In compliance with repeated requests from our subscribers, we republish in full from the *Bloomington Pantagraph* the able paper read by President Edwards at the last meeting of the Illinois State Teachers' Association. We resign so large a portion of our space for this purpose the more willingly, from the fact that the views herein presented meet our heartiest concurrence.—ED. SCHOOLMASTER.]

MR. PRESIDENT AND MEMBERS OF THE ASSOCIATION:

I appear before you as an advocate of the affirmative of this question, and that for two reasons: First, because I was specially appointed by the Executive Committee to the support of that side, and secondly, because my own sentiments strongly incline me to the same course.

The programme of exercises for this Convention does not contain a precise statement of the question to be discussed, but I understand it to be something like this: "Is it, on the whole, the best way to educate males and females together, in the same building, so that they shall usually, though perhaps not always, recite in the same classes with each other." I do not understand that any limitation as to age is intended, but that the question embraces all ages, and all degrees of advancement, the tyros at their n b's, and the profoundest plodders in the mathematics and metaphysics. Nor, with the exception, perhaps, of some special schools, is the discussion to be confined to any particular kind of institution, but may include in its range the district school, where every child comes daily from his own home, and returns at night to the care of his own father and mother, as well as the college or seminary, whose inmates are hundreds of miles from the paternal door. The affirmation is that in all these cases, unless there is something peculiar or abnormal in the circumstan-

ces, the sexes will acquire a better discipline, will achieve a nobler and more symmetrical strength, by being taught in each other's companionship than if they were taught apart. Of all abnormal cases, the inmates of penitentiaries and lunatic asylums, the most degraded of the victims of idolatry mentioned by our missionaries, and the heathen of our own land who are too low down to be reached by appeals to intelligence and virtue,—of these we make an exception. They do not come under the rules that ought to govern ordinary men and women. In some of these cases I know that separation is necessary to the success of any method by which we seek to influence them for good. But of the sons and daughters of our own free people, who are to be trained to habits of self-control, who are to acquire the power to grapple successfully with wrong, who are to be panoplied in no weaker cloistral virtue, but to walk forth in a strength that has been tried,—of these we say, let them be trained together; let them spur each other to higher attainments, by the invigorating influence of man over woman, and the holy, refining influence of woman over man; let them prepare for life, not by an experience unlike anything that real life presents, but by an actual contact with what must afterwards be encountered.

Before presenting any positive arguments in support of this proposition, allow me to refer briefly to the more common objections made against it.

First, concerning the suggestion that the proposed co-education of the sexes runs counter to the wisdom of our ancestors. Only a word is demanded here. We freely acknowledge that we are advocating a method of culture unknown to former generations, and one that good men in the past would never have approved. And we acknowledge, too, that the testimony of the past is not to be totally disregarded. A method which has proved itself effective in past times, loses, on that very account, something in its favor. But the past and the present are unlike. Human development is the proper product of the movement of time, and development necessitates change. In this change are involved many of the beliefs and practices of mankind. Hence, the argument from antiquity, although it may raise a faint presumption in favor of any given belief or practice, will not, for a moment, stand against the slightest positive demand for a reasonable improvement. The cultivated Athenians confined their women, until their marriage, in a part of the house devoted to that purpose,

denied them all culture, and regarded learning in a woman as exactly on a level with vice. The good and wise Fenelon, less than two hundred years ago, declared that young ladies should shun science as they would immorality, and, in saying this, he doubtless gave expression to the general conviction of the good men of his age. Now, to these utterances, antiquity and the high character of those who spoke them, impart some shadowy degree of authority. But as against the convictions of a more enlightened age, as against the teachings of a less perverted Christianity, this authority becomes "as nothing, yea, less than nothing, and vanity."

Students in mixed schools are said, secondly, to engage in love affairs. Matches are made and marriages occur among them, it is averred. In answer it may be said that there are worse things in this world than falling in love or getting married; and there are worse places for the formation of attachments and the plighting of troth, than a good school, where both parties are under the influence of good resolves and noble purposes. But statistics show that among students thus situated, the number of marriages is much smaller in proportion to the whole number of persons than among any other class of people of the same age. In the Normal University, which has had seventeen hundred students, there has never yet been a marriage between two persons during their connection with the school. Nor has there, so far as I know, ever been a case of parties leaving the institution for the purpose of being married. Some engagements have been made, and of the marriages that have resulted, not one has been otherwise than happy. None of the parties have talked of patronizing the courts, either in Chicago or Indiana. The truth is, that study, and the moral influences that prevail in a good school, sober the minds of young people, and restrain their impulses.

But it is said, thirdly, that improprieties will occur in the intercourse of the two sexes, if they are placed together at school. Perhaps so. Improprieties occur in all the relations of life. They would occur between these same young people at their homes. This is a world of moral danger. Not even the loneliest seclusion can remove it. But we believe that the co-education of the sexes involves less evil of this kind than other arrangement. Put the young men and women together in the same school, and under the same influences, and you can bring moral forces to bear upon both parties to every possible violation of propriety. Under any other plan this can only be

done at least by the co-operation of several authorities; and in most instances, only one of the parties can be approached with good suggestions, while the other, unrestrained, or exposed to evil influences only, takes a peculiar pleasure, perhaps, in poisoning the minds that you have been striving to strengthen, and in thwarting your efforts to secure purity of character and of life.

Gather together a group of young ladies and gentlemen in an institution of learning. Hold up before them the great purposes of a noble life. Show them how these purposes may and must be attained if attained at all. Awaken their enthusiasm in the effort to attain. Inspire them with a love of what is pure and good. Is this too much to ask of the conductors of educational establishments? Would it be unfair to say of a college president who is not able to do this in the case of his pupils, that he ought to give place to one that is? And yet I venture to say that if this is done, every emotion of their natures will be enlisted, to some extent at least, on the side of purity and right. Your counsels to the young men will influence not only the immediate recipients, but the young women as well, and the moral force which you impart to the young women will, by a natural and kindly sympathy, uplift and purify the young men.

Now take the same number of students of both sexes, but place them in a separate establishment, so far away from each other that there will be no danger from the intercourse of the pupils. What is now the condition of things? The desire for female society is not extinguished in the bosoms of your young men. They will seek it as before; and this being a free country, they will find it, too. But now it must be found outside the college walls, among the young women of all classes and conditions, who live in the neighborhood, those who are without proper guidance and counsel, as well as those who have them, and who are also entirely beyond any control of yours.

Tell us now, in which of these two cases is mischief most likely to ensue? Do you say that an innate sense of propriety will preserve these young ladies, outside the college walls, from all wrong? That is all the claim we set up for young ladies *without* the walls, aided as they are by earnest counsel and the college discipline. And how scrupulously, think you, will the mass of young men in the outer world, fashionable and unfashionable, cultivated and uncultivated, reputable and otherwise,—how scrupulously will they abstain from all that is blame-

worthy in their efforts to make and continue the acquaintance of your carefully secluded young ladies?

But, fourthly, we are told that the passionate influences interfere with the thorough and nicely balanced scholar,—that the young man poring over his Euclid, finds his judgment beclouded, and his reasoning power befogged, if it so happens that a young lady is attending to the same duty in the same room. In short, that where the sexes are educated together, the intellect, especially of the young man, is apt to be submerged in a flood of passionate emotion, and that thus the little wit he has is utterly drowned out. But I should like to ask in respect to this objection, the following question: How large a proportion of the students in our higher institutions,—young men and young women,—find their brains thus addled for any length of time? I may not have observed so carefully as others, and I may have forgotten cases that have come under my notice, but from an experience of twenty-four years, nearly all of it in mixed schools of young men and young women, I do not now recall an instance in which a student's intellectual progress has been materially interfered with by a love affair. And why should it be? Is there anything in the mental labor of study to intensify the force of passionate influences? Does culture increase their power over men and women? Is the educated man more a slave in this respect than the uneducated? No one thinks of separating the sexes in business, or in society, or in the church, for fear of these influences. What is there about intellectual culture that is peculiar in this respect? Does not religion demand nicely balanced thought, and what is vastly more delicate in its adjustment, nicely balanced emotion? And ought not women, therefore, in the spirit of this objection, to be excluded from the prayer meetings? I see not how this objection can stop short of the monastery and the convent, and the celibacy of the clergy.

Again, it is declared, as a fifth objection, that women, in imparting refinement to men, lose it themselves. Is this true? To what class of things belongs that refinement which men require in the society of virtuous women? Is it a thing of high character or low? Of land and gold, of gross material possessions, the more we impart the less we have. But how is it in respect to virtue, knowledge, intellectual power, spiritual graces,—all the adornments of man's higher nature? In respect to all these the case is so strongly otherwise, that a free and gen-

erous imparting is necessary to the highest possession. You can secure a clear title to the glorious inheritance only by freely giving of it to those around you. And of these higher, nobler, attributes, is true refinement. Only as it goes out and reproduces itself in other souls does it become in the highest sense ours. A certain sickly counterfeit of it doubtless thrives to some extent in solitude, but this looks, when brought out into the light of day, like a whitened potato vine, that has been dragging its ghastly length along the floor of some darkened cellar. All true refinement is based upon strength, just as the beauty and polish of the marble is due to the energy with which the particles cling to each other; and strength, we know, is the product of the most practical experiences of life.

Again, we hear the statement that the intellectual wants and capacities of women differ from those of men. How much do they differ? Is the difference radical, or only incidental? Is it exhibited in the grand and essential outlines of character, or only in the minuter shadings? Surely the minds of men and women are not more diverse than their bodies. But we know that the same kind of food,—the identical quality of beef and potatoes,—is adapted to the physical sustenance of both. Is it unreasonable to suppose the same to be true in respect to their intellectual food,—to their lessons in Latin, Mathematics and History? Both sexes sit at the same table to satisfy their physical hunger, and the exercise is considered all the more beneficial because it is a joint performance. Why should they not sit together at the mental banquet, and, by their united presence render the viands all the fitter to nourish the soul's powers? Suppose in some select column of a highly respectable newspaper, we should find an advertisement something like the following: "Feminine puddings, adapted to promote lady-like and graceful forms, and warranted not to induce a beard." The absurdity of the thing would only provoke a smile. But how much better would this be: "Mathematics diluted to the female capacity; History sugar coated to suit the female palate; Moral Philosophy adapted to the female conscience." No, the whole idea is unphilosophical. Women have the power to grapple with truth in all its forms. There is no such thing as female knowledge. From any and all knowledge woman has the power to eliminate whatever is necessary to build her up in all womanly grace and purity, and to clothe her in the charms of the womanly character. God's truth, in nature, in

A WRITER on education in the *Victoria Magazine* suggests that when children at school find it difficult to learn a given lesson, and the patience of both scholars and teacher becomes nearly exhausted, if they be sent to the playground for a few moments they will return with zest to their lessons. Children are called stupid and obstinate when they do not readily learn their lessons, and are punished, while, perhaps, some trifling indisposition, too slight even to be detected by outward signs, or even some uncomfortable feeling, is at the root of the matter, and is the hidden cause of their stupidity, which punishment, far from removing, only increases. If there was some relaxation prepared for the body when those stupid fits overtake them, the teachers would not so often have to complain of the obtuseness of their pupils, and the aggravation of their own labors.

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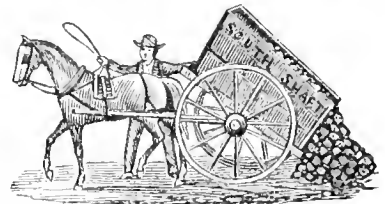
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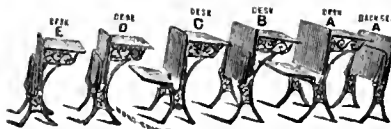
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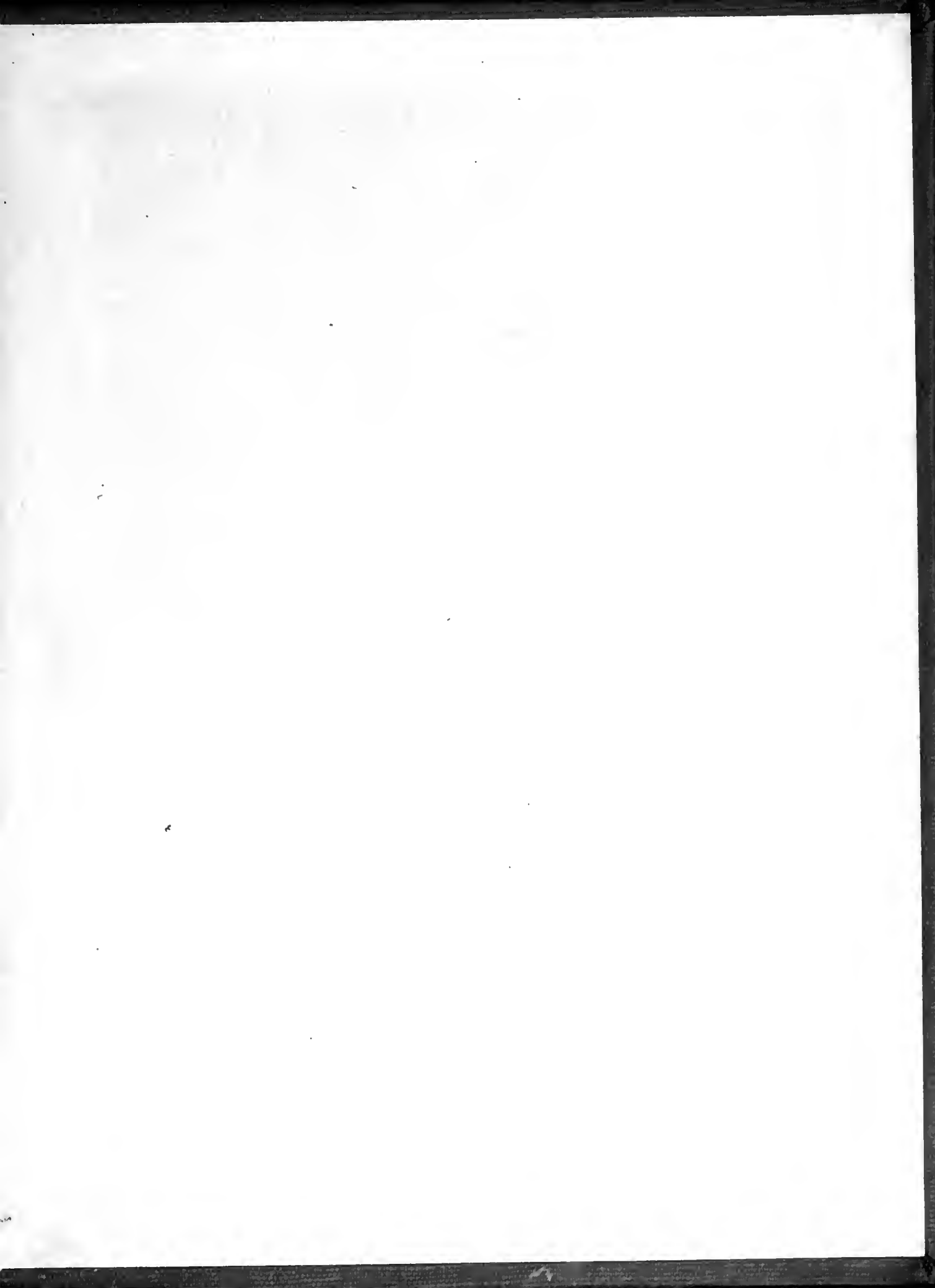
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